



ASSESSMENT, RECORDING AND REPORTING POLICY

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Introduction

1.1. At iMedia School (IMS) we believe the purpose of assessment, recording and reporting is to track learner performance, analyse performance data and use this information to plan appropriate teaching and learning experiences and set meaningful progress targets. This policy aims to detail the roles and responsibilities of staff when using high quality assessment, the associated record keeping and subsequent reporting needed to ensure that all learners make progress and that future learning is informed.

1.2. IMS will focus on the following assessment methods:

- 1) Assessment for learning (AfL) – formative assessment, so that the achievements of a student may be recognised during learning and appropriate next steps planned for subsequent lessons. Therefore individual learning plans can be altered due to the actual learning which has taken place rather than that which was expected. In addition, the aim of AfL is to help the student understand what they have to do to improve and achieve their targets
- 2) Assessment of learning (AoL) – summative assessment, recording the overall attainment of a student in a systematic way.
- 3) Diagnostic – through which learning difficulties and exceptional ability may be scrutinised and classified so that appropriate additional help, stretch and guidance can be provided.
- 4) Reflective and Evaluative– so that teachers, support staff and students can understand how different learning and teaching methods can produce different outcomes.

1.3. Underpinning the above is IMS's ethos of providing relevant and stimulating curriculum experiences for the students, ensuring that assessment methods are appropriate and relevant to these and reflect different learning and teaching approaches.

1.4. This policy aims to support the development of excellent practice throughout IMS and will;

- Detail roles and responsibilities for assessment
- Ensure consistency of approach to marking, assessment, recording, reporting and rewarding
- Provide guidance
- Detail support mechanisms for developing assessment skills
- Encourage the use of a variety of assessment techniques
- Encourage staff and students to take a partnership view of all learning taking place and for all involved to aspire to identify strengths, and further develop aspects that can be improved
- Support inclusion and ensure differentiation and personalisation
- Be monitored regularly and evaluated as part of the IMS self-review cycle
- Provide a framework within which individuals and groups can contribute to the ongoing development of assessment, recording, reporting and rewarding policies.

2. Roles and Responsibilities

2.1. Governors will:

- Support IMS in delivering all aspects of this policy
- Ensure that this policy is regularly reviewed and updated as detailed in the IMS self-review schedule
- Determine budgets based upon learner need and development plans
- Evaluate the effectiveness of this policy in practice.
- Support IMS in the delivery of continuous professional development (CPD) related to assessment, recording and reporting
- Support IMS in the analysis of the effectiveness of assessment, recording and reporting
- Support IMS to adopt effective systems and practices

2.2. The Head of School will:

- Monitor and evaluate effectiveness in assessing, recording, reporting and rewarding students
- Ensure that assessment and progress is prioritised in all development planning and that such plans link to the IMS Development Plan
- Provide effective staff induction arrangements and a CPD programme
- Support staff and students to continually develop assessment methods and systems
- Ensure that student SATs, CATs, reading and spelling ages and teacher assessment data are available centrally and can be easily accessed by all staff
- Review this policy as part of the IMS self-review schedule.

2.3. The teaching staff led by the Head of School will

- Discuss, research and disseminate new initiatives in assessment
- Make judgements about assessment during internal reviews of the curriculum and student progress
- Contribute to the analysis of CPD requirements
- Audit the use of assessment, recording, reporting and rewarding in their subject area
- Ensure their subject development plan has emphasis on improving assessment and its uses
- Respond formally to the Head of School and Governors through their;
- monitoring of assessment procedures
- analysis of learner progress and learner understanding of progress
- development plans performance management system;
- Use targets for individual students to form the basis of subject targets
- Monitor and evaluate all aspects of assessment, recording, reporting and rewarding, including planning, observations, record and learning reviews, as well as report sampling outcomes
- Take part in CPD either as participant or a facilitator, with the aim of becoming a facilitator
- Keep up to date on educational initiatives connected to assessment and cascade crucial information to colleagues
- Praise and reward student achievement
- Lead assessment and pilot new practices as well as managing those already established
- Ensure that all staff use the available data as part of their assessment records and target setting
- Promote the use of peer-assessment and self-assessment

- Use assessment data to inform planning of learning
- Share information about students' learning with relevant members of staff and parents
- Follow IMS procedures for marking and rewarding students.

2.4. Pastoral staff will;

- Support subject teachers in achieving their ARR objectives
- Support staff teams in delivering the ARR policy
- Praise and reward student achievement
- Use the IMS reward system.

2.5. Parents/ carers will;

- Support IMS to help their child to make measurable progress
- Attend learning and progress reviews and be involved in discussing the assessments of their child and the setting of appropriate targets
- Ensure that IMS is provided with any relevant information that may affect progress
- Support their child in developing high aspirations and celebrate their achievements, not just high attainment
- Encourage their child to assess themselves and become a reflective learner.

2.6. Students will;

- Be expected to discuss their progress and targets
- Reflect on progress and comment on their assessments
- Attend, if appropriate, progress reviews and be involved in discussing their assessments and the setting of appropriate targets
- Be encouraged to reflect on how to improve progress and inform their tutor of any issues that may affect progress
- Have high aspirations and expect their achievements to be celebrated
- Aim to become independent, self-motivated learners.

3. Assessment Tools

3.1. IMS will use a range of assessment tools to record and communicate the outcomes of assessments. The tools will enable learners to engage with the assessment criteria before learning takes place. The assessment language will be clear and simple and learners will be clearly able to see where they are and what they have to do to progress.

3.2. As well as identifying the 'level' or score that the learner has achieved, staff will be able to include comments and there will be the facility for learners and parents/ carers to comment. Learner outcomes will be attached to each assessment, as evidence. Evidence will be stored in any student's e-portfolio in addition to hard copies being kept wherever appropriate.

3.3. To support assessment and progress, IMS will develop a series of examples of 'graded' work. These examples will be explored by learners to enable them to self and peer assesses and helps them to understand what fulfilling a grade descriptor 'looks like'. These exemplars will also support staff to assess accurately.

3.4. Each tutor will ensure that assessments are moderated, will produce a summary of assessment, identify any changes to the module or project and use the data to inform future learning.

4. Training and Professional Development

- 4.1. All staff (including trainee staff) will receive an induction session on assessment, recording and reporting on joining IMS and their implementation of the policy will be monitored
- 4.2. Staff will be encouraged to share and experience effective practice
- 4.3. Assessment, recording and reporting training will be available to staff throughout the year
- 4.4. Staff will be encouraged to accredit any relevant practitioner research
- 4.5. The Head of School will regularly review whether relevant whole staff training is required
- 4.6. Students will be encouraged to assess each other's work against given criteria and eventually their own work against their own criteria, demonstrating an understanding of the level descriptions and knowing what they need to do to progress.

5. Assessment of Learning

- 5.1. At the end of each year there will be formal assessments timetabled into the IMS calendar
- 5.2. There will be an audit of the literacy/reading level of assessment tests or tasks to establish accessibility
- 5.3. The analysis of data gathered will be disseminated and action points relating to this will feature on the IMS Development Plan
- 5.4. Results from formal assessments will contribute to the evaluation of teaching and curriculum and appropriate changes to the schemes of work will be made in light of evidence
- 5.5. Analysis of test results will also help to identify CPD needs of staff.

6. Diagnostic Assessment

- 6.1. All test and task results will be used to diagnose underlying difficulties or exceptional ability and alleviate misconceptions
- 6.2.. Additional tests and tasks will be used with targeted students or groups of students where more information is needed e.g. tests indicating the likelihood of dyslexia, dyspraxia etc;
- 6.3. Information on diagnostic testing is available from the SENCO and the examinations officer.
- 6.4. The SENCO will alert staff to students with special educational needs. These students will have Individual Education Plans (IEPs)
- 6.5. The Gifted and Talented Co-ordinator will alert staff to those children who fall into this category

6.6 Students with significant learning and behaviour needs are likely to have a Statement of Educational Need. These students may have an allocated member of staff working with them who will be able to explain their special educational needs in more detail.

7. Evaluative Assessment

7.1. IMS uses data provided by staff to make predictions about students' future attainment and to set personal progress targets

7.2. Analysis of assessment results is used to indicate where types of teaching or individual members of staff are adding value to students compared to others.

7.3 The DfE uses examination and test data to provide us with reports which show how we have achieved compared to;

1. All schools nationally.
2. Schools with similar numbers of students on free school meals.
3. Similar schools based on student prior attainment data

7.4. The DfE also uses our examination data to include us in national league tables. Our examination data will also be measured against the current national floor targets for 5 A*-C GCSEs including English and maths and from level 5 to level 9, or whichever levels are set at that time by the Government (see below) when the new GCSE grades are introduced.

7.5. DfE guidance says that Progress 8 will be introduced for all schools in 2016 (based on 2016 exam results, with the Progress 8 score showing in performance tables published in late 2016/early 2017). The Progress 8 measure is designed to encourage schools to offer a broad and balanced curriculum at KS4, and reward schools for the teaching of all their pupils.

7.6. The new measure will be based on students' progress measured across eight subjects: English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification.

7.7. From 2016, the floor standard will be based on schools' results on the Progress 8 measure. Other information will be available about schools, including the following headline measures of performance: - Attainment 8 - showing pupils' average achievement in the same suite of subjects as the 9 Progress 8 measure. - English and mathematics – the percentage of pupils achieving a C grade or better in both English (either Language or Literature) and mathematics. - The EBacc – showing the percentage of pupils achieving good grades across a range of academic subjects. Schools will be able to 'opt in' to the new accountability system, so that they are held to account based on new performance measures one year early (based on 2015 exam results)

7.8. IMS will respond to any changes in assessment requirements should they relate to the curriculum being delivered at the time.

8. Marking

- 8.1. Comments written on the work should relate to the objectives of the learning
- 8.2. Comments should always firstly identify a positive aspect of the work and then detail ways that the student can progress
- 8.3. Students will be expected to participate in the assessment of their own work and this will gradually lead to both marks and/or comments being written by themselves or by their peers
- 8.4. The Head of School will regularly monitor the frequency and quality of 'marked' work.
- 8.5. All work completed as 'homework' should be collected, marked and returned as indicated in the homework policy
- 8.6. All staff should adhere to the standards regarding presentation and ICT use to ensure they meet expectations, understand standards and know that literacy and numeracy accuracy are part of this
- 8.7. In addition to the comments, work will be marked for effort, a summary of effort levels will feature on module assessment outlines. ► E1 to E5 for effort, 1 = Excellent 2 = Very Good 3 = Satisfactory 4 = Unsatisfactory 5 = Not done/extremely low effort

9. Rewards

- 9.1. Rewarding students for what they do well is crucial for raising self-esteem, motivating learners and changing behaviours. The rewards system will be based upon a whole IMS reward system. Please refer to the Behaviour, Rewards and Sanctions policy for more details.
- 9.2. In addition to this each learning and personal coach or tutor should devise appropriate, creative ways to celebrate success e.g. a postcard home or time 10 spent with an individual member of staff. Effective practice that motivates individual students and groups of students should be shared throughout IMS.

10. Recording

- 10.1. Records will be kept to allow for monitoring by external bodies, as well as for day to day use.
- 10.2 Records will be easily accessible, understandable, consistent within curriculum areas and available for new staff.
- 10.3. Records must follow the whole IMS marking guidance and be regularly monitored by the Head of College.

11. Monitoring, evaluation and review

- 11.1 The effectiveness of this policy is monitored by the Head of College.
- 11.2 Monitoring will take place through periodic audits of students' learning, student interviews, teaching observations, analysis of reports, statistical analysis and through line management of staff.

11.3 A written report will be submitted annually to the Governors, summarising the findings.

11.4 This policy will be reviewed annually, when there are changes in the law, or in accordance with the schedule drawn up by the Head of School and agreed by the Governing Body.