ASSESSMENT, RECORDING, REPORTING AND MARKING POLICY

The following document provides guidance on assessment, recording, reporting and marking at Parkside School. It should be read in conjunction with the National Curriculum (NC) orders for Assessment and Recording within each subject, Parkside School Aims and Objectives, Teaching and Learning, SEN and individual subject policies and other relevant whole school policy documentation.

Aim
At Parkside School we believe assessment is central to effective teaching. Through the assessment and recording of what pupils know, understand and can do we can support pupils in the process of learning, assist teachers in the evaluation of their teaching and provide information for parents and other professionals involved with the pupil.

Key Principles
To be effective, assessment, recording and reporting should be a continuous and ongoing process, part of the cycle of learning which:

- informs about pupil progress;
- is both formative and summative;
- enables teachers to plan their work and set appropriate individual targets and tasks for pupils;
- provides information for parents and other professionals involved with the pupil;
- can assist in diagnosing specific difficulties;
- helps to ensure continuity of learning as pupils move through the school;
- motivates pupils by recognising and giving credit for achievement;
- supports pupils in the process of learning;
- assists teachers in the evaluation of their teaching;
- provides data for future assessment.

Statutory requirements
Education Act 1996 - The governing body and the head teacher must ensure that the NC is provided for all pupils and its assessment procedures are carried out.
Education Act 2011 - Schools are required to assess pupils in NC subjects at or near the end of each key stage for the purpose of ascertaining what pupils have achieved in relation to attainment targets for that stage. Schools must make available the results of pupils’ achievements in public examinations, and the school and national results of the NC assessments (SATs) in the core subjects of English, maths and science of 11 and 14 year olds.

Pupil information (England) regulations 2005 – Schools are required to keep records on every pupil, including material on academic achievements, other skills and abilities and progress in school, and must update this material at least once a year. Access to pupils’ records must be given to the pupil’s parents, the pupil if over 16 and any school or further education establishment which is considering the pupil for admission or to which the pupil transfers. Assessment results may be disclosed to another school only after a pupil has been admitted to that school.

SI 1997/1368 Education (Individual Pupils’ Achievements) Regulations 2005: Schools must provide at least annually a written report to the parents of each pupil for their retention. The report must contain brief particulars of a pupil’s progress in all subjects and activities studied as part of the school curriculum; details of a pupil’s general progress; information on performance in all NC assessments and in public examination; school and national comparative information about NC assessments and public examinations and details of the arrangements under which the report may be discussed with teachers at the school.

Formal testing, while useful for some purposes, does not appear to actually raise standards (Black & Williams 1995) whereas formative assessment strategies can raise standards. It is important that classroom assistants understand the system of assessment and recording in lessons so that they can contribute effectively to the assessment process.

At Parkside School we use B Squared for subject teachers to record assessments. The varying needs of pupils in the school demands a variety of assessment techniques to be used by staff and it is the responsibility of every member of staff to update subject assessment records appropriate to their particular subject. An audit and review of subject assessment was carried out in Summer 2014 and new strategies implemented.

All subject co-ordinators need to take into consideration the following principles of good assessment practice. Assessment should:

- be based on clear curriculum intentions;
- play an integral part in classroom activities;
- be appropriate to the task;
- focus on learning processes as well as learning outcomes;
- allow for unplanned as well as planned learning outcomes;
- draw upon a wide range of evidence using a variety of techniques;
- where possible involve pupils in their own self assessment;
- inform future planning
Records should, therefore,:

- be fit for the purpose they serve and help teachers, senior leaders and parents track the progress pupils make;
- arise from routine processes of teaching, learning and assessing;
- be manageable, concise and accurate;
- provide as full a picture as possible of pupils’ achievements and involvement in school life.
- assist in the transition to another class/school.

**What should be recorded and when:**

<table>
<thead>
<tr>
<th>Daily/weekly records</th>
<th>For example annotated lesson plans, pupils’ annotated work, teacher’s own notes, observations, reading records, B Squared records. All records should be kept to show progress over time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Termly records</td>
<td>Records of specific aspects of progress, specific assessment tasks as detailed in the scheme of work, marks awarded in end of module tests, etc., review of IEPs and new targets set, updating of B Squared. All records should be kept to show on going progress over time.</td>
</tr>
<tr>
<td>Annual records</td>
<td>The annual review report, end of key stage assessments and coursework assessments. Assessment records should provide useful information to help monitor pupil progress throughout the various stages of school. There is no need to include extensive portfolios. Long term records should be drawn from the routinely kept ongoing records and should reflect key aspects of each pupil’s attainment. All relevant information should be passed on to the next teacher. Assessment records from B Squared uploaded into Caspa for analysis of pupil progress across the year.</td>
</tr>
</tbody>
</table>

**Pupils’ involvement in assessment**

At Parkside we believe it is important for pupils to be involved in the assessment of their own work as this helps them to understand their own strengths and to agree with staff their future targets.

Involving pupils in their own assessment will enable teachers to:

- highlight good work / effort;
- give the pupil the opportunity to reflect critically but with support;
- encourage realistic target setting;
• gather information;
• improve their own teaching and pupil progress.

Pupils need to be aware of what is being assessed and the different techniques the teacher is using.

Pupils should be encouraged to comment realistically on work done, likes, dislikes, strengths and weaknesses.

The ability to self assess will be developed with pupils, recognising that initially they will need adult guidance in the form of direct questions and prompts.

Pupils’ involvement in assessment could happen as part of a review process when identifying a piece of work for the portfolio, when reflecting on a completed module of work, as part of the pupil’s contribution to the annual review as well as being part of day to day assessment. Pupils should, where possible, also be involved in reviewing their own IEP targets and setting new ones.

**Pupil portfolios**

Each pupil at Parkside has a pupil portfolio which is held on line as part of the Caspa programme. It will contain the following:-

- annotated work across the core areas of the curriculum showing achievement over time;
- Any other information that supports assessment.

On an annual basis, by an agreed date at the beginning of June, work will be selected by each member of staff in core subject areas to reflect each pupil’s achievement in that subject. Work will be fully annotated, recording the level that the pupil is working at, showing the criteria against which this judgement is made.

This will be a celebration for the pupil of their work and achievement and all pupils should be encouraged to comment on the work so as to encourage and develop realistic self-assessment. These examples will also underpin summative assessment and provide an on-going record of progress. Assessment portfolios may also be used for:

- moderation within subjects at core curriculum moderation meetings; county moderation and assessment meetings and 3 county moderation meetings.
- information at annual review meetings;
- information at parent consultation evenings;
- pupil specific meetings.
- monitoring of individual pupil attainment;
Alongside this staff will be expected to update levels on B Squared for each pupil they teach on a termly basis, towards the end of each term. The assessment co-ordinator will be responsible for overseeing and monitoring this process in conjunction with the Head of School.

**Records of Achievement**
See Record of Achievement policy

**Upper School Accreditation**

Pupils in Upper School have access to a wide range of externally accredited courses. See individual subject policies.

**Individual Education Plans (IEPs)**

See IEP policy

**Annual Review / Reports**

See Annual Review Policy and EHC plans.

Pupils at the end of Upper School who have taken externally accredited courses will receive notification of their results at the end of the relevant academic year.

**Pupil Attainment Database**

Each pupil will have the results of teacher assessments, stored in B Squared and annually in Caspa. This information is collated by the assessment co-ordinator to enable monitoring of pupil progress, provide evidence of pupil attainment for the annual pupil audit and feed into the target setting process. It will also provide easily accessible information on individual pupils for staff when writing reports, setting individual and group targets and reviewing progress in a subject or generally.

**Marking**

All teachers ‘mark’ work. This can range from an informal verbal comment to giving a grade or mark. Not all work requires formal marking. However, work should be annotated by staff to indicate the level of direction and support given to the pupil.

At Parkside, the aim when marking pupils’ work is to have a positive impact on their attitudes, motivation and self esteem. We want to enable pupils to attain the highest possible standards of work and to do this we need to demonstrate where they have done well and where they could do better next time.

All teachers should be aware of the agreed principles of marking.

- Marking is one of the main ways in which we provide feedback to pupils and should therefore have a high priority in any lesson. Wherever possible the feedback should be immediate but if this is not possible there should not be a long delay between the completion of the task and the teacher’s response.

Reviewed Spring 2015
All comments should be clear to the pupil and in language that he/she can understand.

Marking is only useful as a means of formative assessment if the feedback information can be used. Pupils therefore need time to make improvements to the marked work.

Where possible marking should be done with the pupils involving them in their own assessment.

Corrections should be communicated orally to the pupil to ensure understanding.

Comments on work should be positive and encouraging and be written in handwriting which is clear and legible, with the added use of signage where appropriate.

Pupils should understand the system of marking (See individual subject policies for elaboration)

Marking judgements will be clearer to pupils if the criteria for success is shared with them in advance and is repeated and reinforced during the lesson.

Comments to and on pupils work should always contain a positive element. They might also include a specific suggestion for improvement which would refer back to the criteria given at the start of the lesson.

Team points, reward stickers, etc, should be used at the teacher’s discretion.

Developing consistency in assessment

It is the responsibility of the subject co-ordinator to monitor consistency with regards to assessment as part of their overall subject monitoring role. This will be an important element of core subject moderation meetings and foundation subject meetings as well as an integral part of subject monitoring.

Using assessment data

See also information on Pupil Attainment Database. All pupils entering the school will undergo a reading assessment and a phonic knowledge assessment, as well as being baselined in all subjects of the curriculum.

Roles, Responsibilities and Monitoring

Individual subject co-ordinators have the responsibility for developing assessment, recording and marking systems for their subject and ensuring it is in line with the NC, the school scheme of work and this policy. See also ‘Developing consistency in assessment’.

Overall monitoring of assessment, recording, reporting and marking is the responsibility of the senior leadership team and links with the monitoring of teaching, curriculum monitoring of long, medium and short term plans, moderation / monitoring of annual review reports and pupil portfolio monitoring. Monitoring will take the form of classroom observation, review of curriculum planning, review of pupils’ work to monitor quality and consistency of marking, book trails,
document reviews, talking to parents and pupils, monitoring of assessment data and tracking of pupils progress.
The organisation of external accreditation and the collation of results is the responsibility of the assessment co-ordinator as is the development and maintenance of up-to-date pupil attainment data.

Links with other policies
See also:
- Parkside Aims and Objectives
- Individual subject policies
- SEN policy
- Teaching and Learning policy
- Annual Review policy
- Monitoring policy
- Records of Achievement policy
- IEP policy
• Subject assessment records
• Annual review cycle

**Autumn Term (first half)**

• Subject teachers to ensure any written subject assessment records have been transferred to pupils’ new teachers (if applicable).

  September

• Reading and phonic knowledge tests administered.

  Sept/Oct

• IEPs reviewed and new ones written by class tutors in collaboration with subject teachers.

  Sep/Oct

• Caspa results and data shared with all staff.

  Sept

• LA pupil audit and moderation.

  Oct/Nov

**Autumn Term (second half)**

• Core subject moderation meetings.

  Nov / Dec

• Foundation subject meetings

  Nov / Dec

• Pupil Assessment Database updated – B Squared

  Nov/Dec

**Spring Term (first half)**

- IEPs reviewed and new ones written by class tutors in collaboration with subject teachers

  Jan/Feb

**Spring Term (second half)**

Reviewed  Spring 2015
Assessment, Recording, Reporting and Marking Policy  Policy document

- Entry level Examinations Upper School  March/April
- ASDAN qualifications Upper School  March/April
- Personal progress qualifications Upper School  March/April

- Core curriculum moderation meetings  March
Pupil assessment database updated – B Squared  March

Summer Term (first half)
- IEPs reviewed and new ones written by class tutors in collaboration with subject teachers.  May/June

- External accreditation coursework to moderators.  May
- Staff select work for Portfolios scanning in core subjects.  June

Summer Term (second half)
- Core subject moderation meetings.  June
- Foundation subject meetings  June
- End of key stage teacher assessments completed.  June
- Collation of end of key stage assessments entered on pupil assessment database  July
- Pupil assessment database updated B Squared.
• Upload of results from B Squared into Caspa for analysis of pupil progress for academic year.

Evaluation

This policy will be evaluated by the Deputy Head and then approved through the Senior Leadership Team.

Date …………………………………………………………Signed………………………………………………

Date of Next Review Spring 2016