

# Assessment, Recording and Reporting Policy



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*This policy includes the guidelines for the general marking and the expectations around assessment and feedback of children's daily learning across the school.*

June 2024

*References to Hartland children should be read as Pupils in the Primary phase and Students in the Secondary phase of the school and are interchangeable.*

## **Purpose**

Assessment is the process by which students and teachers gain insight into learning. Assessment can be considered to have the following functions:

- Formative – provides information on the next steps a student should take to progress
- Summative – sums up performance so far
- Diagnostic – focuses on what students can and cannot do
- Evaluative – used to provide evidence on performance.
- Recording involves selecting information to be used to demonstrate evidence of learning.
- Reporting is the means and processes of informing others about the learning, allowing students to use feedback to develop their learning and giving parents, and other stakeholders, access to data relating to progress and attainment.

The aims of this policy are to outline the systems by which:

- Progress can be measured
- Students can monitor their progress and meet or exceed targets
- Students are given feedback that is meaningful and helpful
- Parents can monitor progress and achievement
- Ensure consistency of approach across the school

## **Target Grades and Projected Grades**

Students' progress will be monitored against a set of Target Grades (or levels). These are derived from a combination of GL Assessment Data, Mean CAT scores and historical data. Teachers will also set Projected Grades (or levels) for student performance in each subject. These are based on assessment data and student work ethic and give an indication of the grade (or level) that a student is likely to achieve in that subject.

## **Who was consulted?**

All staff had input into the development of this policy Senior Leadership have driven the framework in growing / developing school.

## **Roles and responsibilities**

The Principal will have overall responsibility for ensuring that there is an appropriate system of assessment, recording and reporting in place. Responsibility for this policy lies with the SLT members, who also oversee data analysis and tracking student achievement.

The designated SLT member will:

- Liaise with the registrar to ensure appropriate play assessments or diagnostic assessment (CAT testing) takes place for all new entrants to the school
- Support the Data and IT Teams in collating the diagnostic information and presenting it in a useful manner to the rest of the staff
- Support the staff in the implementation of assessment throughout the school
- Evaluate the existing policy and relate this to future changes and improvements
- Oversee the school's system of internal and external examinations that contribute to both the summative and evaluative assessment process
- Put a reporting and consultation timetable in place that allows feedback to be given to parents throughout the year
- Ensure that the system of reporting allows for the checking and proof-reading of reports before issue
- Ensure adherence to the three times a year reporting system

Subject Leaders and Phase Leaders will:

- Support teachers by providing a curriculum framework that enables effective assessment to take place
- Be responsible for the quality and accuracy of reports from the department / Key Stage
- Ensure that effective systems are in place within the department / Key Stage / Year Team for proof-reading and checking reports before submission

Teachers will:

- Ensure that students are given clear guidelines as to the form of assessment being used
- Ensure that Learning Objectives are made clear to students at the start of a lesson
- Carry out assessments based on a range of different methods, ensuring that students different learning styles are considered
- Ensure that students are involved in the assessment of both their own and their peers work
- Give feedback to students designed to allow them to target specific areas of their work to improve
- Encourage students to reflect on their learning and set themselves targets to aim for
- Ensure that reports accurately reflect a student's progress and achievements
- Ensure that, when writing reports, any Targets for Improvement are SMART
- Be responsible for the content, accuracy and clarity of reports they write
- Ensure that they are prepared with data to support and evidence of learning, progress and suggestions for improvement that can be shared with both students and parents throughout the year

**Relationship to other policies**

- Teaching and Learning
- Marking and Feedback Framework

**Arrangements for monitoring and evaluation**

The Principal and the Senior Leadership Team will have responsibility for monitoring and reviewing this policy every two years.

**Review of Policy****Date for next review**

June 2026

Signed.....Date.....

**School Principal**