



## SECONDARY ASSESSMENT, RECORDING, REPORTING AND TARGET SETTING POLICY

### Aims

- To improve standards
- To stimulate and challenge pupils to work hard and to improve the learning of individual students
- To move pupils on in their learning
- To provide clear guidelines on the approach to assessment, recording, reporting and target setting
- To establish a coherent approach to assessment, recording, reporting and target setting
- To provide a system which is clear to pupils, staff and parents
- To monitor and record pupils' progress

### Rationale

- Assessment is demanded by everyone
- Assessment should inform teaching, learning and progress
- Assessment should be manageable and useful
- Assessment has to give understandable information to everyone
- Assessment has to help set achievable targets for future improvement
- Assessment has to give information about strengths and weaknesses
- Assessment has to compare achievement and progress against prior attainment between pupils
- Assessment has to evaluate the success of teaching strategies providing an indication of what works and what does not work
- Assessment has to be positive, provide motivation and the hope of a successful way forward
- Assessment has to involve pupils and should include them assessing their own work and the work of others

## Purposes of Assessment

Assessment may be used in a variety of ways for a variety of purposes.  
It may be:

- **Formative** - Recording what has been achieved, what needs to be done next and setting realistic, achievable learning goals to enable the pupils to reach their target grades for the future.
- **Summative** - Recording a pupil's overall achievement.
- **Diagnostic** - Identifying a learner's strengths and weaknesses which prompts appropriate guidance and support.
- **Evaluative** - Providing information that would help to evaluate the effectiveness of the curriculum and the success of teaching strategies.
- **Informative** - Providing information for pupils and for reports to parents.

The most important purpose of assessment is to improve learning, motivate and encourage by:

- Involving pupils in the learning process through explaining the reasons for the assessment and its relationship to the course
- Recording positive achievement which contributes to a summative statement
- Making sure that pupils are fully aware of assessment objectives and the criteria for success
- Discussion of performance and establishing clear, achievable targets for pupils.

## Practice at BSL

### Assessment in Lessons

There are a range of processes to inform and improve pupil progress:

- a variety of assessment formats are used including practical work, pupil presentation, coursework, written exercises, group work as well as informal assessment such as question and answer
- minimum targets are set for all pupils in either National Curriculum levels or IGCSE grades
- there is a termly review of progress against targets of all pupils in all subjects by subject teachers
- records of all assessments including regular marking are kept by all teachers in either a written or electronic format and should be available for reference to the Key Stage Coordinator and/or Headteacher
- end of unit/module tests are used to gather summative assessments. Such tests must be used to inform teaching and identify gaps in students learning
- schemes of work indicate key assessment points and their contribution to the review of pupil progress
- lessons provide opportunities for self and/or peer assessment which allow pupils to review the extent to which they have met the learning objectives

- pupils must have access to level/grade descriptors to aid their learning. These descriptors should be on display in teaching rooms and can be in student's books

Formal Assessments are undertaken throughout the pupil's time at the school with data used to inform progress.

Data collected includes:-

- Key Stage 2 results
- Teacher Assessments at the end of KS3
- Unit/modular tests in some subjects
- Annual examinations for all year groups
- Assessing pupils' progress (APP) criteria in English, Maths and Science

### Target Setting

An essential part of improving achievement is to agree targets with each pupil that are aspirational. Targets and progress being made towards them will be discussed regularly with students.

- Targets set should be SMART (specific, measurable, achievable, relevant and time limited)
- Parents receive information about progress of their child against agreed targets each term through the reporting schedule and parent meetings
- The Headteacher receives information on progress throughout the year to enable him/her to make informed decisions when monitoring and evaluating progress

Reporting is in a variety of formats

- summative reports for all students
- a full formative report once per year
- parents meetings

### Responsibilities and duties

Staff will

- set targets for all pupils which are reviewed termly
- monitor pupils progress towards the targets
- plan assessment opportunities into schemes of work and regularly evaluate effectiveness
- use data to inform planning, set future learning tasks which match capabilities and set new targets
- ensure that pupils have a clear understanding of the assessment criteria for NC levels and IGCSE grades

- motivate pupils by giving them a clear picture of their level of performance, what they have done well and what they need to do better
- regularly assess and mark students' work including the use of use formative marking
- ensure that assessment information is systematically recorded
- ensure that homework diaries are maintained and up to date
- be responsible for ensuring that all the sections of reports for their tutor group are correctly completed

#### Headteacher will

- measure 'value added' for individual students and cohorts of pupils
- monitor the consistency of assessment and marking
- monitor the progress of pupils
- monitor the use of homework diaries
- monitor the quality of reports and ensure that reporting deadlines are met
- analyse performance data

#### Points for development

- tracking in subjects
- action after monitoring