

Ysgol Maesydderwen



Assessment, Recording & Reporting Policy

Polisi Aesu, Cofnodi ac Adrodd

Type: School Policy

Reviewed / Adopted On	Signed	Next Review
29/3/2023	<i>M. Parker</i> <i>P.D.L. Grimes</i>	Spring Term 2025

Introduction

This policy needs to read in conjunction with the Teaching and Learning policy.

Good assessment practice derives from close attention to learners' progress and draws teachers together in working systematically on achievement. We believe that Assessment of Learning and Assessment for Learning are inextricably linked.

The quality of assessment has a significant impact on attitudes to learning and on attainment in the school by stimulating and challenging learners to work hard and by encouraging teachers to focus on how to improve the learning of individual learners.

Good use of data is a basic feature of the schools practice. In particular

- data is collected as early as possible on a learners' entry to the school and analysed carefully, supplemented by other test data when available, for cross-referencing;
- learners with additional learning needs (ALN) are identified through consultation in Year 6 to enable smooth transition from their primary school; and
- the data provides a baseline to monitor and review individual learners' progress – especially to identify signs of underachievement or unusual potential.

In relation to teaching, marking and setting targets, learners are helped to improve their work by

- clarity in the aims and outcomes of lessons;
- teaching methods that involve them actively and emphasise analysis, discussion, experimentation and developing thinking skills;
- written or oral comments on their work that provide both clear evaluation of the content and structure and sensible advice that leaves them with manageable action points;
- use shared success criteria, differentiated learning outcomes GCSE, A Level and BTEC grade criteria to indicate what needs to be done to make progress; and
- target-setting that focuses on specific, relevant and achievable goals.

Learners' progress is improved by rigorous monitoring and support, based on informed dialogue among subject and pastoral staff about learners' academic progress, attitudes, behaviour and personal development.

Learners of all ages appreciate teachers showing them how to move on to the next stage of achievement and value discussion about their progress with their Form Tutors.

The school takes the involvement of parents/carers very seriously and encourages good communication. Our parents/carers value well-written, personalised school reports, and they also appreciate regular, informal consultation over and above that provided at conventional parents' evenings. All teachers are encouraged to contact parents/carers when appropriate.

The good management of assessment

- depends on strong direction by senior leaders who share a clear vision for what they wish to achieve with all staff;
- provides high-quality documentation to establish the expectations and define the procedures;
- connects the various elements of the school system – including data analysis, target setting and review, assessment in the classroom, marking and reporting to

- parents/carers;
- uses efficient and accessible information systems and administrative support to reduce the burden on teachers;
- involves all leaders monitoring practice thoroughly; and
- provides continuing professional development that develops new ideas in assessment practice.

Using Data

Data is collected as early as possible on a learners' entry to the school and analysed carefully. This is then supplemented by other test data when available, for cross-referencing. Examples of data that are used are:

- KS2 Data
- CATS Data
- FFT Data
- ALPS Data
- Diagnostic National Test Data
- Regular Internal Tracking Data
- Regular Pastoral Tracking Data
- PASS Data

Learners with Additional Learning Needs (ALN) are identified through consultation to enable smooth transfer from their primary school.

Data is used as a baseline to monitor and review individual learners' progress, especially to identify signs of underachievement or unusual potential, and to help set targets for the learners and subject departments.

The Ysgol Maesydderwen Data Centre allows departments and staff to access information independently and in a way tailored to the needs of the school and also allows new data to be entered and processed when required.

Subject teachers, Form Tutors, Progress Leaders and Learning Leaders use data and other assessment information to review the performance and expectations of learners, maintaining a productive dialogue with the learners about their progress.

Teacher assessments and DIRT tasks are analysed to highlight aspects of learners' performance and the extent to which progress is consistent with earlier data.

Analysis of the performance of class groups by Learning Leaders is used to identify weaker aspects of teaching, which are then addressed through the school's Quality Assurance process.

Careful analysis of data, appropriate target-setting and detailed record-keeping are basic to good provision for learners with Additional Learning Needs. The ALNCO is able to use these targets to offer practical advice for subject teachers.

Data is used in the school to challenge departments to consider in detail the effectiveness of their teaching strategies and the impact on standards.

Rationale for Target Setting

Target setting is a significant strategy for improving achievement provided that the learner is at the heart of the process. Our targets should be challenging, measurable, but also realistic and take into account the starting point for each individual learner.

Learners are involved in the target setting process, discussing their targets and sometimes suggesting the next targets. Feedback from staff makes them aware of how they can improve their work and achieve/exceed their target. Learners have to make decisions about their learning once we have made clear, through the target setting process, what they have to do next in order to improve.

Parents/carers have regular opportunities to talk about their child's progress. This helps parents/carers identify the ways in which they can support their child with work and encouragement at home.

School improvement targets are identified annually within our School Improvement Plan. The collective targets that we set for the children help to determine the priorities within the School Improvement Plan. The actions that we plan link to the targets and therefore impact positively upon our learner's learning.

In the school, the targets

- challenge all learners to do better;
- take into account each learner's starting point for learning;
- encourage learners to regularly discuss and review their progress with teachers;
- involve parents/carers in their child's learning;
- help the Senior Leadership Team to agree priorities for the School Improvement Plan;
- lead to focused teaching and learning; and
- help us to make judgements about how well our school is doing when compared to all schools and similar schools in local and national benchmark groups.

The Data Cycle – Identifying Support for Learners

Each year the Senior Leadership Team will publish a Data Calendar. Details in the data calendar will include:

- Dates of the internal Projected Grades collection points
- Details for each type of collection, e.g. full report, interim report
- Dates for release of reports
- Details of the types of data that will be collected
- Details of the Data analysis process following each data collection e.g. Standards meetings with the Headteacher and SLT link

Teachers use a range of information and data to identify areas of improvement for individual learners and/or groups of learners within classes or whole cohorts of learners.

The thorough analysis of this information and data allows us to ask some key questions about the performance of our school, our departments and individuals. These are

- How well are we doing?
- How well should we be doing?
- What more should we aim to achieve?
- What must we do to make it happen?

- What action should we take and how do we review progress?

Responsibilities

Subject Teachers will

- communicate targets to learners within the first half term of teaching;
- carry out regular assessments;
- communicate projected grades to learners regularly;
- identify and support under-achieving learners with appropriate strategies;
- retain a personal record of target grades and progress grades for all of their classes;
- identify appropriate intervention strategies for learners and/or groups of learners;
- ensure their Learning Leader is informed of the progress and support of all learners; and
- record progress for Projected Grades and Full Reports to parents/carers.

Learning Leaders will

- retain a central departmental record of learner targets and progress;
- monitor record keeping of colleagues in their departmental area;
- coordinate regular assessments and the grading/levelling of these;
- ensure that colleagues in their departmental area share projected grades with learners at the appropriate time;
- ensure that colleagues in their departmental area have negotiated a subject specific target with each learner following assessment results;
- ensure that an ongoing dialogue concerning targets and progress occurs in lessons (assessment for learning);
- coordinate intervention strategies for under-achieving learners;
- have a clear understanding of all the data within the department demonstrated through discussions at Standards meetings; and
- evaluate standards at KS3, KS4 and KS5 within their Department Evaluation Report (DER) and provide appropriate plans for improvement in their Department Improvement Plan (DIP).

Senior Leadership Team will

- ratify the targets that are set for individuals and subjects;
- provide prior attainment data for staff including recognised national data;
- facilitate necessary administrative support and guidance;
- publish an agreed cycle for the target setting/review/reporting system;
- monitor the implementation of the system at all levels;
- check the quality of all final reports before issue;
- feedback to individual staff and departments ways of improving the quality of final reports to parents;
- discuss the department DER and DIP individually and give support and guidance; and evaluate the impact of the system on learner progress.

Learner Target Grades

- The outcomes of the year 7 CATS tests are used as a reference point for setting individual learner targets. CATS data is used to provide appropriate challenge in setting targets but is also used in conjunction with professional opinion and knowledge of the learners
- Flightpath targets for both Literacy and Numeracy will be used for learners in Key Stage 3;
- Individual subject targets will be used for learners in Key Stage 4;
- In years 12-13 additional data for targets is provided by using an ALPS approach to setting targets.

- Learners in all years use their targets and progress grades to reflect on how they can improve their work/attainment
- The Pastoral Team and the ALNCO will support subject staff in setting targets and providing additional support for some learners as well as the results of external interventions e.g. specialist teachers or educational psychologists; and
- All individual learner targets will be reviewed on an annual basis or during the course of the year on an individual basis if the needs arises.

Whole School Targets & Subject Targets

- The process of setting subject targets and whole school targets is based on a learner centred approach following the setting of individual learner targets;
- From the individual learner targets a provisional subject target for the year is set;
- Learning Leaders will discuss the provisional target in the relevant Standards meeting where an agreed annual target will be set;
- When setting subject targets outcomes from the DER and DIP may be considered;
- We do not necessarily expect targets to become more ambitious year after year; they must reflect the ability of the cohort, and provide an ambitious but relastic challenge for the cohort;
- Whole school targets are discussed annually with the schools' Challenge Advisor before being presented to the Governors; and
- The Governors consider target grades annually and review them in light of the outcomes from public examinations.

Communicating with Parents/Carers

- A strong partnership with parents/carers, based on frequent, regular, personalised and pertinent communication, helps the learners to achieve their potential;
- The annual parents' evening as well as options evenings and other course evenings provide individual advice and support for parents/carers;
- Projected grades are shared with parents/carers on a termly basis that give a brief synopsis of the progress being made;
- Annual written reports give a comprehensive analysis of progress made;
- Parents/carers are encouraged to give feedback regarding the progress made by their child; and
- Parents/carers are encouraged to give feedback about our reporting procedures through questionnaires. The results of these are used to improve the system.

Evaluation and Development

Effective departments use information from examiners reports and feedback from NEA moderation reports to evaluate and improve their practice. They analyse all the assessment information they have and make changes to the curriculum, teaching styles and learning materials accordingly. There should be a thorough evaluation of assignments and the teaching of them to establish what does and does not work. This gives feedback on teaching, and results in raising the tempo for some learners and providing more support for others. It prompts teachers to adapt their approaches, for example, by changing the balance in the teaching of knowledge, understanding and skills.