

Netherhall School

An Ambitious, Caring Community



Assessment, Recording and Reporting Policy

Adopted by Netherhall School Governing Body

On: March 2020

Signed: (Jan Clarke, Chair of Governors)

Date by which the procedure was last reviewed: March 2020

Anticipated review date: March 2021

Equality Act 2010

Our school is committed to equality both as an employer and a service provider. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. In addition we recognise our specific duties to publish information every year about our school population; explain how we have due regard for equality; publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We recognise our duty to ensure no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or belief, their sexual identity and orientation.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and British values.

Introduction

Assessment, recording and reporting are essential processes to teaching and learning. The fundamental requirement of assessment is that it is accurate and current, which serves to make it valid.

Assessment is evaluation – the worth of something against a criterion.

There are essentially two distinct forms of assessment: formative assessment and summative assessment.

Formative assessment is the ongoing assessment of work, often achieved through the medium of marking and feedback which supports improvement. For example, it can be verbal, visual or kinaesthetic feedback which takes place throughout the course of a lesson, unit of work, etc.

Summative assessment is the drawing together of learning at a summative point, like the end of a module or an end of course examination. This can take place at any point determined by the teacher, however, there are key points in the academic year where summative assessment information is required to record and report to students and parents on progress – these are set out in the school's assessment calendar.

The validity of Assessment

A fundamental requirement of assessment is that it must be valid: accurate and current, otherwise it is either useless or has the potential to have a negative effect on learning. There are three recognised process to improving the validity of assessment: standardisation, assessment and moderation.

Nb. in addition to departmental time, there are 10 hours of disaggregated INSET time allocated to depts to help improve the validity of assessment.

Standardisation

Standardisation is simply that all persons involved in the assessment meet to agree the criteria/standards of assessment prior to assessment. It is as relevant for formative assessment as it is for summative assessment, however, before every summative assessment there should be a discussion involving all the persons to ensure there is a collective understanding of the criteria/standard.

Assessment

Students should undertake assessment in 'standard' conditions – the same for all students, preferably in examination conditions. It can be either in a classroom or examination space, depending on the nature of the assessment. This serves to make the assessment consistent and presents a fair indication of all of the students learning, relative to each other.

Moderation

Moderation is the post-assessment process of ensuring there has been a collective interpretation of the assessment criteria and corresponding mark scheme. It involves professional dialogue between all colleagues who have been involved in the marking of assessment scripts/tests, the sharing of interpretation and application of assessment criteria.

Whether it is formative or summative assessment, teachers and students active involvement in the three-stage process of standardisation, assessment and moderation is a vital learning process, as it builds subject knowledge, understanding and skills.

Recording

Formative and summative assessment can be recorded by both students and teachers; however, summative data should be recorded by students on their 'tracking document', usually located at the front of their exercise book / workbook / portfolio, etc. Students' attainment in the summative tests should be mapped against their expected grade, which presents a very effective visual representation of current attainment against expectation and progress over time.

Teaching staff record summative assessment information: attainment and effort on the school's data system in SIMS.

The frequency for recording assessment information for each year group is set out in the school's assessment calendar.

Reporting

There is a statutory requirement to give a written report to students and parents/guardians once a year. In addition to this, the school will send a progress report home to parents and students with attainment and effort grades up to 6 times a year. The frequency and timing of the written report and progress reports are set out in the school calendar.