



Assessment, Recording and Reporting Policy

Contents

1. Aims	2
2. Legislation and guidance	2
3. Principles of assessment	2
4. Assessment approaches	2
5. Collecting and using data	4
6. Reporting to parents	4
7. Inclusion, equal opportunities and intervention	5
8. Training	5
9. Roles and responsibilities	5
10. Monitoring	6
11. Links with other policies	6

Monitoring and reviewing

	Name	Date	Role
Updated	Damian Haigh	30/1/2020	Headteacher
Ratified	Board of Trustees	12/2/2020	Governance
Next review	Education Committee	Feb 2021	

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy has been written after considering the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

We recognise that assessment has many different purposes and that these purposes are not all served by one approach; we will be clear about purpose in devising any assessment task or approach.

Accurate summative assessment will help school staff, students and parents to know whether a student is making good progress towards success in their qualifications and developing a strong foundation of understanding for later learning.

Effective formative assessment will enable teachers to see whether a student has understood teaching in the short term and will provide feedback which enables and encourages students not just to understand the taught material better but also how to improve their approach to learning in order to be more effective and independent as a student.

Assessment is predominantly about **measuring** knowledge and capabilities for different purposes and to different degrees of formality, reliability, validity and precision. However, assessment can have important side-effects, some of which are benefits and some less desirable. The act of completing an assessment task can be strongly beneficial for students' memories, cognition and emotional regulation. Also, assessments can be time consuming for students and staff and cause a degree of anxiety.

We will therefore design our approaches to maximise effectiveness whilst ensuring that we do not create unreasonable workload, stress or anxiety but we will not use this as a reason to avoid assessment and all the benefits it brings.

For some students, assessments can become objects linked to considerable anxiety; we will adopt the approach of helping students to become well-rehearsed with assessments and seeing them in perspective. Where necessary we will provide help, guidance and reasonable adjustments for students with assessment-linked anxiety but we will aim to prevent the need for this through a healthy approach which does not place excessive significance on performance in assessments.

We will ensure that our staff have access to advice, evidence and professional development in relation to effective and efficient assessment.

We will treat all students fairly in assessment and ensure equality of access to assessment. With formal summative assessments, where students have disabilities which could affect their access to assessment, or difficulties with communication or speed of processing, we will make reasonable adjustments to maximise fairness and ensure the assessment result is valid and reliable.

4. Assessment approaches

The University of Liverpool Mathematics School views well-designed assessment as a key part of effective teaching and learning and a core part of our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to set appropriate tasks, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding against learning objectives, identify areas in which they need to improve and support the development of cognitive and metacognitive strategies
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment will enable students to receive both feedback on things they have done as well as advice for the future. It may take many different forms in school, for example:

- Advice from the teacher to the student about how to approach a problem they are stuck on
- Advice from the teacher about how to improve written or practical work
- Straightforward verbal questioning and discussion
- Use of brief tests or mini-whiteboard activities
- Use of apps / website and other ICT based activities
- Peer assessment and self-assessment
- The marking of students' work

As far as possible formative assessment should require little planning and preparation from teachers and be straightforward to conduct. It should not take more time than it merits in terms of its benefit for learning and should be balanced with the other requirements for use of time during lessons.

In-school summative assessment

We conduct formal in-school summative assessments in order that:

- **School leaders** can monitor the performance of students, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** can evaluate learning at the end of a unit or period, the effectiveness of the planned curriculum and the impact of their own teaching
- **Students** can understand how well they have learned and understood a topic or course of work taught over a period of time and whether their approach to learning has been sufficiently effective
- **Parents** can be informed about the achievement, progress and wider outcomes of their child across a period

It is possible to use students' responses to summative assessments to diagnose where there are gaps in their learning. We will make considered use of this approach and remember that such conclusions are not always valid, and the amount of data processing required can sometimes be more than is justified by the potential benefit. Where possible we will use opportunities like these to help students to develop their own capacities to reflect on their own performance, consider how they can adjust their approach then hold themselves accountable for making well considered adjustments to their approaches.

Analysis of summative assessment data will help us to know whether we are meeting our equality objectives, how the curriculum needs to be developed and where teacher CPD can best be focused. We will be systematic in looking for results for individual students that are unexpected, and consider what action may be needed in response to such results.

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Students and parents** to understand how students are performing in comparison to students nationally

Nationally standardised summative assessments take the form of psychometric assessments used for monitoring and target setting such as the ALIS test of developed ability, and formal qualifications such as AS-levels, A-levels and other post-16 qualifications in Key Stage 5.

5. Collecting and using data

Formative assessments will very rarely be recorded by teachers except where they will find it helpful for their own purposes. They will not normally be required by the school's leadership team and are not expected to be able to be presented to, for example, Ofsted inspectors.

Where software gathers formative assessment data directly, teachers may well find this useful and we may well work together as a staff to analyse this information for the purposes of improving our teaching.

Summative assessment results will be recorded in the school's MIS so that data is stored in a single, secure, well-managed database and can be used in combination with the other data the school holds about its students. When it is necessary to analyse data in other software, the definitive copy of the result should always be stored in the MIS first, and data exported from there. We do not consider it acceptable for spreadsheets to be used as data storage tools: they should be seen as data analysis tools.

The assessment data we collect will be treated as personal information and protected accordingly. All permanent members of staff will have access to assessment data in the school MIS because they will all have need to be able to access this information to fulfil their roles. Members of staff will be expected to take care of the data they have access to, not to use the information for purposes which are not appropriate, not to store it outside the secure domain of the school network and not to share it with anyone who does not have legitimate reason to have it.

Members of staff will be given training on the school's approach to data protection. We will ensure that we only store assessment data in the MIS and specified folders on the school's network, in order that data can be archived and deleted in line with the school's data retention schedule.

6. Reporting to parents

Intention

The school has a number of purposes in reporting to parents:

- To fulfil our legal obligation to provide an annual written report
- To support teamwork between school and home in maximising the support for, and progress of, students
- To keep parents informed about their child's progress in order that they can respond appropriately
- To celebrate the hard work and achievements of our students

- To issue well considered advice to students that they can discuss with their parents
- To provide a formal record that can be considered when writing references for students
- To give parents an opportunity to raise queries and concerns relating to their child's progress
- To hold students to account for their work and learning in a positive way

Implementation Approach

The school will take the following action:

- Written reports will be compiled once per year, at a time when they can make a difference to the way that students are approaching learning
- The time period for writing, collating, checking and distributing reports will be kept to a minimum in order that the advice received is relevant and timely and the amount of staff time involved in producing them is proportionate to their potential impact
- Reports will include the following
 - A summary of key data from the school's Management Information System including an attendance report, results of relevant summative assessments and a summary of any logged behaviour data (both positive and negative)
 - Comments and advice from teachers within each subject
 - Pastoral comments and advice from the student's personal tutor
 - An opportunity for parents and students to respond to the comments in the report
- Report comments will be honestly but positively worded, brief and to the point. Flowery language, repetition and complicated sentence structures will be discouraged. Teachers will be provided with training and examples of effective approaches to feedback. Parents will be encouraged to understand our aims in writing reports and not to expect lengthy testimonials.
- At the point that students reach their 18th birthday they will meet with their pastoral tutor to agree the role they wish their parents to have in supporting their education. If they no longer wish their parents to be provided with reports and other correspondence we will make the student the primary contact for this information.

Timing

Summative assessments and reporting events are planned as follows:

	Purpose	Year 12	Year 13
ALIS TDA Assessments	To inform expectations about individual student outcomes	September	
Early progress check	To ensure that students have made a successful transition to A-Level study and have the prerequisite knowledge for A-Level study	October	
Progress tests – in timetabled lessons	To check that students are on track in A-Level/ AS-Level courses	TBC, but provisionally: December February April	November February April

Formal in-school “mock” examinations – under formal examination conditions and in exam venues	To rehearse the process of taking formal examinations To obtain a more valid and accurate assessment using the same methodology as the external assessments	June	December/ January (consider possibility of university interviews in Dec) And, if necessary, March
External Examinations	For A-Levels etc	May/ June (Computer Science AS)	October: University Aptitude Tests e.g. Oxford Maths Aptitude Test, Cambridge Engineering Aptitude Test May/ June: (A-Level Mathematics, A-Level Further Mathematics, A-Level Physics, STEP and other exams as appropriate)
Annual Report	Inform parents, issue advice to students	April/ May after progress tests	January, after mocks
Assessment Certificate	Provide parents and students with a full run down of the year’s assessment results	June	April/ May once progress tests are complete.

7. Inclusion, equal opportunities and intervention

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of students’ special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students, both of their progress and the effort they invest in their learning. We will also systematically investigate the performance of particular groups of students in line with our equal opportunity objectives.

For students who are not making the progress in their learning that we should expect given what we know about their prior assessment performance, the process of assessment and reporting should identify this and provide a prompt for action and this process will be built into the school’s educational structures including the school calendar, education plans and intervention strategies.

8. Training

Teachers will be provided with evidence-based guidance on marking, assessment and feedback and teacher CPD will involve teachers taking on learning from key documents such as the EEF’s research guidance

<https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/written-marking/> and the [Final Report of the Commission on Assessment without Levels](#).

All permanent members of staff will be trained on the use of the school MIS for recording and accessing assessment data, and key staff will be trained on analysis techniques.

As a staff team we will work together to develop the quality and effectiveness of our summative and formative assessment approaches.

9. Roles and responsibilities

Trustees

Trustees are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Maintaining staff awareness of new research findings on effective assessment and feedback
- Monitoring standards in all subjects
- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
- Reporting to trustees on all key aspects of student progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy in a timely and efficient way.

10. Monitoring

This policy will be reviewed every two years by the trustees' education committee. The school's Leadership Team and the Education Committee will consider whether the intention of our assessment approach is still in line with the school's Strategic Improvement Plan, whether it is being implemented effectively and whether it is having the intended impact. Adjustments will then be made if necessary. At every review, the policy will be shared with the board of trustees.

11. Links with other policies

This assessment policy is linked to:

- Marking Policy
- Curriculum policy
- Non-examination assessment policy
- Examination contingency plan
- The examination policy
- The equal opportunities policy and aims and objectives
- The SEN policy