



**ASSESSMENT, RECORDING  
AND REPORTING**

**Issue Release:**

1 September 2006

## **1. Introduction.**

- 1.1 The overall aim of the Policy is to assist in the management and evaluation of pupil's learning.
- 1.2 The Policy takes due regard of the legal requirements of relevant Education Acts of Orders and Regulations issued under those acts.

## **2. Assessment**

- 2.1 Assessment should be a continuous process, integral to teaching and learning and to the curriculum. It should help to plan and deliver effective learning for students.
- 2.2 Assessment strategies should inform teachers, students and parents about progress made and help further learning targets to be set, strategies for assessment should be included in relevant schemes of work.
- 2.3 Assessment should be as objective as possible, based on explicit criteria and free, as far as possible, from stereo-typing, generalisations and bias, particularly in respect of gender, race, religion, class or learning difficulties and/or disabilities.
- 2.4 A variety of assessment techniques should be used, ensuring that whichever techniques are implemented, they are appropriate to the context and are used to maximise opportunities for students to demonstrate what they know, understand or can do.
- 2.5 All students should be provided with opportunities and encouragement to assess themselves and to review their own learning. They should also be helped to set their own learning targets.
- 2.6 Any assessment system should aim to acknowledge positive achievement with due regard to constructive criticism in order to maintain pupil motivation.
- 2.7 The assessment system must be intelligible to students and parents as well as to staff.
- 2.8 Assessment should be seen as an opportunity to evaluate courses, teaching and materials.

## **3. Marking**

- 3.1 All Departments should have an agreed marking policy which is monitored and evaluated within the Department.
- 3.2 Criteria for awarding marks, grades and levels should be shared with students. It is particularly important that students are aware of level descriptors so they are able to understand what they need to do to move to the next level or sub-level.
- 3.3 There should be a common understanding of grades/marks within the Department/Faculty and across the Academy.

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- 3.4 The language used when marking work should be understood by students and should be as accessible as possible to parents.
- 3.5 The marking strategy should be clearly stated in schemes of work, providing a consistent framework but not stifling the initiative of individual teachers particularly in making formative comments or praising achievement.
- 3.5 Marking has a wide range of purposes from simply checking completion through to identifying areas for additional support and informing teacher planning. Marking should offer meaningful feedback to students in a constructive way and should enhance motivation and individual target setting.

### **4. Recording**

- 4.1 All student tracking information should be manageable and meaningful to those who have access to it. This should be held centrally within IT systems which will provide a common format. Tracking information should be used to track student's progress and for the early identification of underachievement in order that appropriate intervention strategies may be implemented.
- 4.2 Students should take an active part in the process of recording and recognising their individual achievement and in setting targets for improvement. It is important that students take some responsibility for their own learning.
- 4.3 A variety of record-keeping processes may be employed in individual subject areas but should include an individual pupil record relating to academic progress against National Curriculum Attainment Targets, supported by appropriate evidence of attainment and updated in line with school requirements.
- 4.4 Subject leaders are responsible for ensuring that their staff are informed of relevant developments in record keeping procedures and for monitoring and evaluating this process.
- 4.5 Records should provide sufficient information to plan future learning and inform reporting.
- 4.6 Teacher records should include a scheme of work at departmental level and individual topic/theme plans developed by teachers as a record of day-to-day teaching activities. These day to day plans should be informed by the progress individuals and groups of students are making as indicated by their assessed work.
- 4.7 Confidentiality of all records will be ensured in line with the demands of Government Legislation including that of the Data Protection Act so that individual pupil records are passed only to those legally entitled to have access to them.
- 4.8 All individual pupil curriculum records should be made available by the Academy following a request from a parent within a maximum of 15 days.

## **5. Reporting**

- 5.1 Students should recognise they have a part to play in reporting their achievements to parents.
- 5.2 There should be a clear connection between the assessment and recording process and the summary reporting of individual achievement and progress to parents.
- 5.3 All subject leaders should be aware of any variation in reporting requirements relating to their individual subject area.
- 5.4 Arrangements for possible follow-up discussion for parents with individual teachers will be outlined within the reports.
- 5.5 All parents will receive written reports about the general progress of children and where the report contains the results of National Curriculum Assessments, there will be an explanatory commentary relating to these results.
- 5.6 All written reports will give details of a pupil's general progress, including an overall view of her academic progress, their behaviour, their contribution to the life of the Academy and any special achievements in.
- 5.7 All reports will contain clearly identified and separate comments on each National Curriculum subject applicable to the pupil.
- 5.8 Where the pupil has been assessed under statutory assessment arrangements the above particulars must amplify and explain the National Curriculum Assessment results, highlighting strengths and achievements and identifying any possible weaknesses.
- 5.9 Reports for students at the end of Key Stage 3 and Key Stage 4 will be produced in line with Government Legislation, giving, where appropriate, National Curriculum test levels and/or levels for teacher assessment.
- 5.10 All legislation relating to the content of reports to Academy leavers will be adhered to.
- 5.11 In reporting to parents, the Academy will have the power to exclude from any reports, any information designated as inaccessible to parents laid down in the Education (Individual Pupil's Achievements – information) Regulations 1992.
- 5.12 The Academy is free to include in reports to parents and to other education institutions to which students are transferring information not covered by the basic requirements but in the case of Academy leavers,

## **Related Policies**

- Assessment for Learning