



New Horizon Community School

ASSESSMENT, RECORDING, REPORTING AND TARGET SETTING POLICY

2018/2019

Updated: January 2019

Date of next Review: November 2019

ASSESSMENT, RECORDING, REPORTING AND TARGET SETTING POLICY

There are four sections to this policy:

1. Rationale and Aims
2. Practice in the School
3. Responsibilities and Duties
4. Appendices

1. RATIONALE AND AIMS

“Overall the purpose of assessment is to improve standards, not merely to measure them”

“The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging students to work hard and by encouraging teachers to focus on how to improve the learning of individual students”

“The core purpose of assessment is to move students on in their learning”

Aims

- to provide clear guidelines on the New Horizon Community School’s approach to assessment,

recording, reporting and target setting

- to establish a coherent approach to assessment, recording, reporting and target setting

across all faculties

- to provide a system that is clear to students, staff, parents and other stakeholders
- to monitor and record students’ 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 students
- 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 students and should include them assessing their own work and the work of others

Assessment must be:

- manageable and useful
- a reliable source of information
- positive and support success
- understandable to students, parents and teachers
- an essential part of teaching and learning
- in line with National Curriculum requirements

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 students to reach their target grades for the future

- Summative

recording a student'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 reports to parents

The most important purpose of assessment is to try and motivate and encourage by:

- involving students 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 students are fully aware of assessment objectives and the criteria for success
- discussion of performance and establishing clear, achievable targets for students

2. PRACTICE AT NHCS

(i) Assessment in Lessons

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

- a variety of assessment formats are used including practical work, student presentation, coursework, fieldwork, written exercises, group work as well as informal assessment such as question and answer
- minimum targets are available for all students in either National Curriculum levels or GCSE grades
- there is a termly review of progress against targets of all students in all subjects by subject teachers
- termly reviews will inform the Head teacher and the Deputy Head Teacher in their decision to review

student groupings which can take place termly, with reports to Line Managers

- records of all assessments including regular marking should be kept by all teachers in either a written or electronic format and should be available for

reference to subject leaders and members of the Leadership Team

- 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 should indicate key assessment points and their contribution to the review of student progress
- lessons should provide opportunities for self and/or peer assessment which allow students to review the extent to which they have met the learning objectives
- students 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

(ii) Formal Assessments

Are undertaken throughout the student's time at New Horizon Community School's with data used to inform progress. We aim to gather a comprehensive range of prior attainment data on entry to the school.

Data collected includes:-

- Key Stage 2 results
- teacher Assessments at the end of KS3 for all subjects
- unit/modular tests in some subjects
- annual examinations for all year groups
- assessing pupils' progress (APP) criteria in English, Maths, Science and ICT

(iii) Target Setting

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

- Targets set should be SMART (specific, measurable, achievable, relevant and time limited).
- At least one student progress target is agreed with each teacher as part of the New Horizon Community School Performance Management Policy.
- Parents receive information about progress of their child against agreed targets regularly through the school reporting schedule and parents consultation meetings.
- The governing body receives information on progress throughout the year to enable it to make informed decisions when agreeing targets and monitoring and evaluating progress.

(iv) Reporting

Is in a variety of formats

- interim summative reports for all students (two per annum)
- a full formative report once per year
- a Parents Consultation Evening once per year
- the publication of teacher assessments for all subjects
- the publication of GCSE results

(v) SEND

The SENCO and team use the extensive data from primary school to highlight any pupils who may require further support. If necessary, the following diagnostic tests are used:

- The WRAT3 and NMRA are used to measure progress.
- The BESD provides baseline assessments to identify problems and to measure outcomes.

3. RESPONSIBILITIES AND DUTIES

The New Horizon Community School will by agreement:

- support New Horizon Community School to deliver all aspects of the Policy

- assist the school in setting realistic targets for achievement in both Key Stage 3 and Key Stage 4

- monitor the effectiveness of the school by measuring the value added component

- assist in the provision of INSET needs

The Governing Body will:

- support the school to deliver all aspects of the Policy

- ensure that the Assessment Policy is regularly reviewed and updated

- set realistic targets for achievement at Key Stage 3, Key Stage 4

The Leadership Group will:

- undertake a regular review of the Policy through inspection and 'Specific Reviews'

- support and monitor the different staff teams in the implementation of assessment, recording and reporting practices

- ensure that there is a coherent strategy for the effective management of performance data

- set evidence-based student progress targets which are agreed for all students in all subjects. These targets are reviewed annually

- monitor student progress towards their targets

- ensure staff receive training on the interpretation and use of data to inform their planning

- periodically measure the 'value added' of individual students and groups in order to recommend whole school targets for achievement to the Governing Body.

Teacher subject will within their subject areas:

- support and help for the implementation of the Policy

- ensure that their Assessment Policy is regularly reviewed and updated

- plan assessment opportunities into their schemes of work and regularly evaluate their effectiveness

- establish agreed subject criteria for assessment and marking which conform to whole school guidelines and meets the criteria for APP
- monitor the consistency of assessment and marking.
- analyse performance data, monitoring progress of students towards their targets throughout the year
- use assessment information for setting students
- agree their subject contribution to the assessment of cross-curricular themes such as ICT and citizenship
- maintain a portfolio of assessed work to ensure consistency of standards
- ensure that their Department meets the report deadlines and standards

SENCo will:

- analyse performance data and monitor progress for each SEN student

Subject Teachers as will:

- gain the necessary expertise and knowledge about data analysis through training
- ensure that students have a clear understanding of the assessment criteria (NC levels, GCSE grades)
- regularly assess and mark students' work employing a range of assessment styles
- use the results of all assessments to monitor progress and plan future learning tasks which match student capabilities
- motivate students by giving them a clear picture of their level of performance, what they have done well and what they need to do better next time
- contribute to the assessment of cross-curricular themes e.g. ICT and citizenship
- celebrate success in meeting targets using the School's reward systems

Form Tutors will:

- ensure that student files are kept up-to-date

- undertake mentoring interviews following the school's guidelines
- be responsible for ensuring that the different types of report for their tutor group are correctly completed
- monitor progress on a regular basis (including the regular checking of pupil planners)

Students will:

- regularly review their work and negotiate learning targets with their subject teachers and form tutors and record the information in their planners
- ensure that targets are recorded in their exercise books as appropriate
- seek advice about what to do to improve
- immediately act upon the advice given by their teachers

Parents will:

- be involved in regular communication with the school in order to understand the learning needs of their daughter
- assist their daughter in achieving the learning targets
- regularly monitor the use of the planner
- attend Consultation day/Parents evening.