



Ranelagh School

Assessment, Reporting and Recording Policy

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Published	Website Staff Shared Area (Q;Subject Areas;Policy Documents)

Our Shared Vision

For the spirit God has given us does not make us timid; instead, his spirit fills us with power, love, and self-control (2 Timothy 1.7)

At the heart of our distinctive culture is our commitment to being a dynamic learning community, rooted in Christianity, where people matter. In this we seek wisdom and pursue excellence.

In order for all members of our community to thrive and excel we aim to foster confidence, delight and discipline in learning. In addition to developing academic skills, we aim to nurture a vibrant and creative environment in which students are able to work together to seek wisdom, knowledge, truth, understanding and the skills which will enable them to live life in all its fullness.

This policy statement should be read in conjunction with the Teaching and Learning Policy and the Written and Verbal Feedback Policy.

"Promoting children's learning is the principle aim of schools. Assessment is at the heart of this process"

The Task Group on Assessment and Testing

Purposes of Assessment and Reporting

- 1 To provide an opportunity for students to show what they know, understand and can do.
- 2 To provide a means of tracking progress, both quantitatively and qualitatively, against benchmarked predictive data.
- 3 To enable staff at all levels to track attainment and progress in order to reward achievement and address underperformance.
- 4 To provide meaningful information to the student and their parents/carers on how students might improve their learning and encourage a dialogue between teacher and student on how to develop their learning.
- 5 To share challenging target information with students and their parents/carers.
- 6 To provide a meaningful record of attainment of all students and to be able to access that information and share it with other stakeholders such as parents/carers, governors and national data collection agencies.
- 7 To provide a meaningful report for all students as required by statutory instrument.

Principles of Assessment and Reporting

Assessment for Learning

Through Assessment for Learning:

- 1 Students should understand what they are expected to do, why they are doing it, and have the skills and understanding to be able to carry out the learning activity.
- 2 Students should be actively involved in the assessment of their own work, where appropriate, and should receive feedback from which they can recognise their next steps and how to take them, providing a dialogue between the student and teacher on how to improve. (It should be noted that oral feedback is the most regular and interactive form of feedback and in certain circumstances is the most effective).
- 3 Students should, through the information provided, understand how they might improve their learning.
- 4 A dialogue should be encouraged between teacher and student focused on developing the student's learning.
- 5 Both the teacher and the student should reflect on the assessment information and come to a shared understanding of what the student has attained and what the student needs to do to improve.
- 6 Pieces of work, identified by each department, should be marked with comments which identify what has been done well (identifying areas of strength) and what needs further improvement (identifying areas for development), and which give guidance on how to make improvements.
- 7 Opportunities should be provided for students to respond to the comments to enhance the learning process (which can be both in class and through homework).

Assessment of Learning

Through Assessment of Learning:

- 1 Teachers will undertake summative assessment to judge how well students have performed over a period of time.
- 2 Information may be used for screening, for reporting and setting.
- 3 Information may be compared against benchmarked data (for example, FFT Aspire at KS3 and 4 and Alps at KS5)), to make judgements on the progress and attainment of all students and subgroups of students.
- 4 Information on the progress of students should be recorded in accordance with departmental and school policy. It is important that recording systems should be manageable, easy to access, and easy to use to reduce unnecessary workload.

Reporting

- 1 Reporting, monitoring and assessment mirrors the statutory requirements laid down by the DfE. Information for the purposes of reporting, monitoring and assessment is recorded centrally using SIMS.
- 2 The dates of screenings and reports are given in the school calendar
- 3 A consolidated report is issued to parents/carers electronically following each report point (hard copy available on request). This will usually include target grade data, a predicted grade,

an attitude to learning grade and codes to indicate areas of strength and areas for development for each subject studied.

- 4 Summative assessments (internal examinations) are also recorded and shared with students and their parents/carers.
- 5 Curriculum Leaders will be responsible for quality assuring data input by members of their departments to ensure consistency within the curriculum area.
- 6 In addition, Annual Reviews and Education, Health and Care Plans (EHCPs) will be prepared for appropriate students within the SEN register. The SENDCO is responsible for collecting and collating this information in line with the statutory frameworks for SEND. Wherever possible unnecessary duplication of information should be avoided
- 7 The senior member of staff responsible for assessment and reporting will provide guidelines on the process and content for all screening and reports at KS3, KS4 and KS5 (in consultation with the KS5 team).