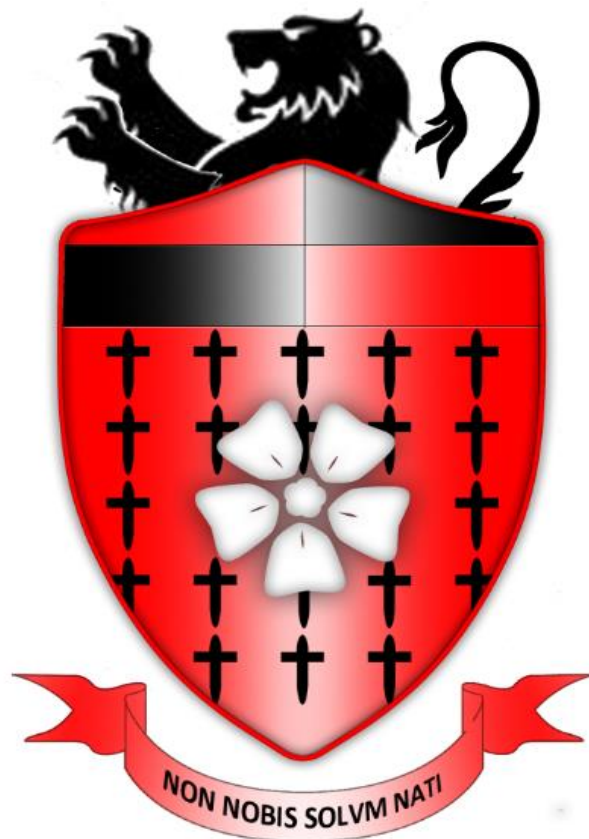


Hornsea School & Language College



Assessment, Recording and Reporting Policy

Created by:	Pete Hardgrave	
Date Created:	September 2007	
Approved by:	Headteacher: 06.12.17	Governing Body: 06.12.17
Last Reviewed:	Date: 22.11.17	By: Pete Hardgrave
Date of Next Review:	November 2018	

Assessment, Recording and Reporting Policy

Rationale

“Assessment should have a positive impact on pupils’ attitudes, motivation and self-esteem. This is more likely where pupils see assessment primarily as a means of improving their standards of work and promoting their general development. Learning is well supported when pupils are aware of what they are trying to achieve in particular pieces of work and when, through careful marking, they have a clear picture about what they have done well and where they need to be better next time.” Ofsted.

Statutory position

This policy complies with the:

- Education Act 1996 (section 408) requiring the Head to make information available on the school curriculum, syllabuses and educational achievement.
- School Standards and Framework Act 1998 (sections 537, +537A)
- Education (School Performance Information) Regulations 1999 in terms of reporting to governors.

Purpose

Assessment, Recording and Reporting are processes which provide information on the experience and achievements of the individual pupil, identify what the pupil knows, understands and can do and provide information to guide future learning and progress.

Assessment, Recording and Reporting allow us to obtain feedback so that future activities can be properly matched to individual children’s needs and to diagnose particular difficulties that children are encountering. The processes provide motivation for our pupils and ourselves, allow us to evaluate our own teaching and to monitor and evaluate the learning processes we are providing.

Assessment, Recording and Reporting should allow the parents of pupils of statutory school age to receive and comment on regular reports which provide a full and accurate statement of the achievement of their children written in readily accessible language. The reports should be viewed within the wider context of communication and consultation and should enable us to fulfil our statutory responsibilities as laid down by the Department for Education.

Our assessments will:

- be an integral and manageable part of the teaching and learning process;
- allow pupils’ work to be assessed using clear criteria which are consistently applied within each subject area;
- provide regular and positive feedback for the teachers and pupils;
- actively involve pupils and encourage them to aim for higher standards;
- facilitate continuity and progression of a pupil’s achievement at different ages throughout their school career;
- use a variety of techniques;
- arise from appropriately differentiated tasks.

Our records will:

- involve both teachers and pupils and be an integral part of the teaching and learning process;
- be of use to teachers, pupils, parents and others with an interest in the progress of our pupils;

- aid transfer of information between teachers, schools, and cross phase;
- be systematic and manageable;
- chart development, progress, attainments and achievement throughout the whole curriculum;
- be based upon objective evidence; and supported by evidence of pupils' work;
- be ongoing and regularly updated.

Our reporting will:

- provide a facility for strengthening dialogue between pupils, teachers and parents;
- be meaningful and straightforward;
- present a comprehensive profile of the pupils;
- be manageable;
- involve the pupil;
- be appropriate to the purposes and the audience for which it is intended;
- refer to development, progress, attainment and achievement within, and across the school's formal curriculum.

Reporting Progress

- Progress will be reported as follows:

<u>EEP</u>	Exceeding Expected Progress
<u>MEP</u>	Making Expected Progress
<u>WTEP</u>	Working Towards Expected Progress
<u>UEP</u>	Under Expected Progress

- Progress will be judged against prior attainment and ongoing assessment.

Review Schedule

Year	SLG Meetings	Autumn Settling In	Autumn Full	Christmas Full	State of the Nation	February Full
7		ATL & ATI				PRO, ATL,ATI
8		ATL & ATI				PRO, ATL,ATI
9		ATL & ATI				PRO, ATL,ATI
10	GCSE Estimates	ATL & ATI				WG, ATL,ATI
11	Y10 PPE Results		WG,ATL, ATI		PPE,CL/CWK,WG, ATL,ATI	
12		ATL & ATI				PRO, ATL,ATI
13			WG, ATL, ATI	WG,PPE,ATL, ATI		

Year	March Review	April Full	Terminal Review	End of Year
7		PRO, ATL,ATI		PRO,ATL,ATI, Comment
8		PRO, ATL,ATI		PRO,ATL,ATI, Comment
9		PRO, ATL,ATI		PRO,ATL,ATI, Comment
10		WG, ATL,ATI		WG,ATL,ATI, Comment
11	WG,ATL, ATI		WG & Comment	
12				WG,ATL,ATI
13	WG,ATL, ATI		WG	

Year	Initial A2 Review
12	ATL & ATI

Estimates will appear on all reviews KS3 – KS5.

Key

ATL	Attitude to Learning
ATI	Areas to Improve
PRO	Progress
F	Forecast
PPE	Provisional Exams
WG	Working Grade

There will be one parents' evening/review day for each Year Group. All work will be marked in accordance with the school's marking policy.