

Assessment, Recording and Reporting Policy

Policy Code:	TL4
Policy Start Date:	July 2015
Policy Review Date:	September 2018

Please read this policy in conjunction with the policies listed below:

- TL7 Teaching and Learning Policy
- TL1 Access to Fair Assessment Policy
- TL11 Homework Policy
- HR2 Appraisal Policy (Staff)
- The Priory Federation of Academies Trust Lesson Expectations Guide.
- The Priory Federation of Academies Trust Lesson Observation Guide.



1 Policy Statement

- 1.1 This policy should be read alongside each Academy's individual Assessment, Recording and Reporting (ARR) guidance procedures.
- 1.2 The Priory Federation of Academies Trust (The Trust) is committed to engaging all staff and students in the use of formative and summative assessment strategies that promote learning. Staff and students will be supported by valid and easily accessible data about students' attainment and progress. Staff will support students to gain an understanding of their current attainment, their targets and progress towards them, and in discussion with students, put in place actions that will raise the individual achievements of all students.

2 Aims

- 2.1 The Trust aims to:
 - (a) Foster an understanding and positive attitude to Assessment, Recording and Reporting throughout the learning community.
 - (b) Adopt a consistent approach to the assessment, recording and reporting on students at all stages of education (EYFS, KS1, KS2, KS3, KS4 and the sixth form).
 - (c) Understand and utilise the range of data available relating to its students.

3 Roles, Responsibilities and Implementation:

- 3.1 All staff will:
 - Recognise the importance of 'Assessment for Learning'.
- 3.2 The following have specific responsibilities to achieve the aims of this policy.
 - (a) Teaching staff will:
 - (i) Ensure that all assessment activities are an essential part of the learning and teaching process.



- (ii) Ensure all assessment information is used to inform lesson planning and enhance learning.
 - (iii) Ensure that all students are fully involved with the assessment process so that students have a clear understanding of their current position and are able to identify their strengths and areas for improvement.
 - (iv) Ensure all learning objectives are shared with and understood by the students during lessons.
 - (v) Provide effective and regular oral and written feedback.
 - (vi) Employ a range of assessment strategies that are appropriate to the age, prior attainment and ability of all students and to the particular method of assessment.
 - (vii) Share assessment criteria with students and engage them in the application of these criteria to their work.
- (b) Curriculum Leaders/Heads of Department and Subject/Departmental Teams will:
- (i) Ensure all assessment information is used to inform curriculum planning.
 - (ii) Ensure that all assessment strategies and recording and reporting systems are regular and rigorous, identifying:
 - Students' strengths and areas for improvement.
 - Targets for students' learning.
 - Actions students need to take to meet the targets.
 - (iii) Monitor and evaluate consistent delivery of the policy at team level.
 - (iv) Provide appropriate support to team members through training materials or coaching.
 - (v) Maintain an overview of attainment and progress levels of each year, group and individual.
- (c) Heads of Year / Heads of House / Year Directors will:



- (i) Ensure all assessment information is used to inform curriculum planning.
 - (ii) Liaise with Curriculum Leaders / Heads of Department to ensure that all assessment strategies and recording and reporting systems are regular and rigorous, identifying:
 - Students' strengths and areas for improvement.
 - Targets for students' learning.
 - Actions students need to take to meet the targets.
 - (iii) Monitor and evaluate consistent delivery of the policy at team level.
 - (iv) Provide appropriate support to team members through training materials or coaching.
 - (v) Maintain an overview of attainment and progress levels of each year, group and individual
- (d) The Senior Leadership Team will:
- (i) Ensure that all staff, parents and students have access to appropriate, clear and informative assessment data about the attainment and progress of individual students.
 - (ii) Ensure that all staff, governors and trustees have access to aggregated data in a consistent format that identifies the performance of each Academy, year groups, subjects and the attainment and progress of the full range of students represented in The Trust.
 - (iii) Ensure that all systems for recording and reporting of assessment data are efficient and effective.
 - (iv) Previous results, supported by recent teacher assessment, are used to set challenging targets for individual students.
 - (v) Ensure the Academy sets aspirational targets and that these meet or exceed national standards.
 - (vi) Ensure that strategies are in place to enable students to make more than the nationally expected progress in all subjects in every stage of their education (EYFS, KS1, KS2, KS3, KS4 and the sixth form.)



- (vii) Maintain an overview of the progress of 'groups' of students.
- (e) The SENCo in each Academy will:
 - (i) Maintain an overview of individual progress of students who have been identified as having special educational needs (on the Academy's SEN register) or are in the process of being assessed.
- (f) Trust and Academy Governing Committee Members will ensure that:
 - (i) The policy is implemented rigorously and effectively.
 - (ii) Each Academy has effective systems in place to monitor students' attainment and progress.
 - (iii) The systems set out in this policy are fully in place, through discussion with Trust staff, the Headteacher of each Academy and others and, in the case of the Academy Governing Committee, the Trust's Director of Quality.
- (g) Those with parental responsibility will be encouraged to:
 - (i) Work in partnership with relevant stakeholders, acknowledging the specific needs of the student.
 - (ii) Support the policy of The Trust by providing support for students at home.

4 Achieving the Policy Aims

4.1 Academies will maintain effective student engagement in the ARR process by:

- (a) Ensuring that students know their targets and progress towards their grades.
- (b) Ensuring that students can access appropriate support and advice to support their progress.
- (c) Encouraging students to express their views, become independent thinkers and develop self-belief.

4.2 Academies will assure the effectiveness of the policy by:



- (a) Adhering to the Trust's ARR policy.
- (b) Adhering to the Academy's ARR guidance procedures supports the Trust's ARR policy.
- (c) Ensuring that each department has an ARR element in their department development plan.
- (d) Ensuring that each Department / Year Director / Head of House agenda evaluates current data against targets.
- (e) Ensuring that appropriate intervention strategies are employed by all relevant staff to promote progress.
- (f) Observing Teaching and Learning as part of The Trust's lesson observation protocol.
- (g) Observing Teaching and Learning as part of Learning Walks and Work Scrutiny.
- (h) Recording and reporting student progress to relevant stakeholders on a regular basis.
- (i) Creating effective and relevant action plans, based on current data, at regular intervals throughout the year.

4.3 Academies will develop an aspirational target culture where all stakeholders aspire to achieve the best possible outcomes for all students by:

- (a) Promoting skills, knowledge and attitude towards effective ARR throughout the learning community.
- (b) Acknowledging the responsibility of all staff to share good practice.
- (c) Implementing high-quality provision that incorporates early identification of needs, differentiated learning, challenging targets and well-focused intervention procedures where they are appropriate.

5 Procedures

This procedure may only be amended or withdrawn by The Priory Federation.



The Priory Federation of Academies Assessment, Recording and Reporting Policy

This Policy has been approved by the Education and Standards Committee:

Signed..... Name..... Date:

Trustee

Signed..... Name..... Date:

Chief Executive Officer

Signed..... Name..... Date:

Designated Member of Staff

Please note that a signed copy of this agreement is available via Human Resources.