Aberdare Community School
Ysgol Gymunedol Aberdâr

Assessment, Recording & Reporting Policy

Date Adopted	21st September 2022
Signature of Headteacher	
Signature of Chair of Governors	
Date to be reviewed	September 2023

1

YGACS

YSGOL GYMUNEDOL ABERDÂR
ABERDARE COMMUNITY SCHOOL

Headteacher | Pennaeth: **Mrs C Morgans**
Ynys Road, The Ynys, Aberdare, CF44 7RP | Ynys Road CF44 7RP
Tel | Ffôn: **01685 888500**
www.aberdareschool.co.uk

Assessment, Recording & Reporting Policy

Date Adopted	21.09.22
Signature of Headteacher	*[signature]*
Signature of Chair of Governors	*[signature]*
Date to be reviewed	September 2023

1.   Introduction

1.1.   We believe that good assessment practice derives from close attention to learners' progress and draws teachers together in working systematically on achievement. We also believe that Assessment of Learning and Assessment for Learning are inextricably linked.

1.2.   The quality of assessment has a significant impact on attitudes to learning and on attainment in the school by stimulating and challenging learners to work hard and by encouraging teachers to focus on how to improve the learning of individual learners.

1.3.   Good use of data is a basic feature of the school's practice. In particular
* Key Stage 2 data is gathered as early as possible and analysed carefully, supplemented by other test data when available, for cross-referencing / triangulation;
* learners with additional learning needs (ALN) are identified through consultation in Year 6 to enable smooth transition from their primary school; and
* the data provides a baseline to monitor and review individual learners' progress – especially to identify signs of underachievement or unusual potential.

1.4.   In relation to teaching, marking, and setting targets, learners are helped to improve their work by
* clarity in the aims and outcomes of lessons;
* teaching methods that involve them actively and emphasise analysis, discussion, experimentation and developing thinking skills;
* written or oral comments on their work that provide both clear evaluation of the content and structure and sensible advice that leaves them with manageable action points;
* use of National Curriculum level descriptions, GCSE, A Level and BTEC grade criteria to indicate what needs to be done to make progress; and
* target-setting that focuses on specific, relevant, and achievable goals.

1.5.   Learners' progress is improved by rigorous monitoring and support, based on informed dialogue among subject and pastoral staff about learners' academic progress, attitudes, behaviour, and personal development.

1.6.   Learners of all ages appreciate teachers showing them how to move on to the next stage of achievement and value discussion about their progress with their Form Tutors.

1.7.   The school takes the involvement of parents/carers very seriously and encourages good communication. Our parents/carers value well-written, personalised school reports, and they also appreciate regular, informal consultation over and above that provided at conventional parents' evenings. All teachers are encouraged to contact parents/carers when appropriate.

1.8.   The good management of assessment
* depends on strong direction by senior leaders who share a clear vision for what they wish to achieve with all staff;
* provides high-quality documentation to establish the expectations and define the procedures;
* connects the various elements of the school system – including data analysis, target setting and review, assessment in the classroom, marking and reporting to parents/carers;
* uses efficient and accessible information systems and administrative support to reduce the burden on teachers;
* involves senior leaders monitoring practice thoroughly, supported by middle leaders; and
* provides continuing professional development that develops new ideas in assessment practice.

2. Using Data

2.1.   Key Stage 2 data is gathered as early as possible and analysed carefully, supplemented by other test data (such as in National Association for Educational Research (NFER) tests, Welsh National Test data (WNT)).

2.2.   Learners with Additional Learning Needs (ALN) are identified through consultation to enable smooth transfer from their primary school.

2.3.   Data is used as a baseline to monitor and review individual learners' progress, especially to identify signs of underachievement or unusual potential, and to help set targets for the learners and subject departments. The school uses a variety of data sources to set baseline targets these include GL

Assessment CAT4 predictors, KS2 Data, prior internal assessment data, Fisher Family Trust data that all provide valuable indicators of future potential.

2.4. The information management system allows departments and teachers to access information independently and, in a way, tailored to their needs, and also allows new data to be entered and processed when required.

2.5. Subject teachers, Form Tutors, Leaders of Learning, Progress Leaders and Senior Leaders use data and other assessment information to review the performance and expectations of learners, maintaining a productive dialogue with the learners about their progress.

2.6. Test results and teacher assessments are analysed to highlight aspects of learners' performance and the extent to which progress is consistent with earlier data.

2.7. Analysis of the performance of class groups is used to identify weaker aspects of teaching, which are then addressed through performance management and professional development.

2.8. Careful analysis of data, appropriate target-setting and detailed record-keeping are basic to good provision for learners with Additional Learning Needs. The ALNCo is able to use these targets to offer practical advice for subject teachers.

2.9. Data is used in the school to challenge departments to consider in detail the effectiveness of their teaching strategies and the impact on standards.

3. Target Setting

3.1. Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by our learners. Targets may relate to individual learners, groups of learners within classes or whole cohorts of learners.

3.2. Target setting also allows us to ask some key questions about the performance of our school. These are
- How well are we doing?
- How well should we be doing?
- What more should we aim to achieve?
- What must we do to make it happen?
- What action should we take and how do we review progress?

Rationale for Target Setting

3.3. Target setting is a significant strategy for improving achievement provided that the learner is at the heart of the process. Our targets should be challenging, measurable, but also realistic and take into account the starting point for each individual learner.

3.4. Learners are involved in the target setting process, discussing their targets and ways to move their learning forward. Feedback from staff makes them aware of how they can improve their work and achieve/exceed their target. Learners have to make decisions about their learning once we have made clear, through the target setting process, what they have to do next in order to improve.

3.5. Parents/carers have regular opportunities to talk about their child's progress. This helps parents/carers identify the ways in which they can support their child with work and encouragement at home.

3.6. School improvement targets are identified annually within our School Improvement Plan. The collective targets that we set for the children help to determine the priorities within the School Improvement Plan. The actions that we plan link to the targets and therefore impact positively upon our learners' learning.

3.7. In the school, the targets
- challenge all learners to do better;
- take into account each learner's starting point for learning;
- encourage learners to regularly discuss and review their progress with teachers;
- involve parents/carers in their child's learning;
- help the Senior Leadership Team to agree priorities for the School Improvement Plan;
- lead to focused teaching and learning; and
- help us to make judgements about how well our school is doing when compared to all schools and similar schools in local and national benchmark groups.

4. Responsibilities

4.1.   Senior Leadership Team will
- provide prior attainment data for staff;
- provide minimum target grades for all learners in all subjects;
- facilitate necessary administrative support and guidance;
- publish an agreed cycle for the target setting/review/reporting system;
- monitor the implementation of the system at all levels;
- check the quality of all final reports before issue;
- feedback to individual staff and departments ways of improving the quality of final reports to parents;
- discuss the department DER and DIP individually and give support and guidance; and evaluate the impact of the system on learner progress.

4.2.   Leaders of Learning will
- ensure that the minimum target grades are reviewed annually by their department and requests for target adjustment reviews are made as appropriate
- ensure a central departmental record of learner targets and progress is maintains on SIMS;
- provide the data manager with a list of key assessments that will be recorded on each departmental SIMS markbook for each year group;
- monitor record keeping of colleagues in their subject area;
- coordinate regular assessments and the grading/levelling of these;
- ensure that colleagues in their subject area share progress grades/levels with learners at the appropriate time;
- ensure that an ongoing dialogue concerning targets and progress occurs in lessons (assessment for learning);
- coordinate intervention strategies for under-achieving learners; and
- evaluate standards at KS3, KS4 and KS5 within their Department Evaluation Report (DEF) and provide appropriate plans for improvement in their Department Improvement Plan (DIP).

4.3.   Subject Teachers will
- Set a teacher target grade for all learners they teach that is equal to or higher than the minimum target grade
- communicate targets to learners within the first half term of teaching;
- carry out regular assessments;
- communicate progress grades/levels to learners regularly;
- ensure that learners have a subject specific target/progress sheet in their exercise book/file;
- identify and support under-achieving learners with appropriate strategies;
- retain a personal record of target grades/levels and progress grades/levels for all of their classes; and
- record progress for Interim Assessment Grades and Full Reports to parents/carers.

5. Learner Target Setting

- All learners in years 7-13 are provided with minimum target grades based on a variety of indicators, for example, prior performance data, CAT predictors, FFT data, WNT data. The data is used to provide appropriate challenge in setting data but is also used in conjunction with professional opinion and knowledge of the learners
- Learners in all years use their targets and progress grades/levels to reflect on how they can improve their work/attainment
- The ALNCo reviews targets set for learners with additional learning needs and provides additional support for some learners as well as the results of external interventions e.g., specialist teachers or educational psychologists

6. Whole School Targets

- The Deputy Headteacher in charge of ARR, working with the Senior Leadership Team, will set whole school and departmental performance targets annually.
- Leaders of Learning will review the annual departmental targets for KS3, KS4 and KS5 with the departmental SLT link
- Targets for individual departments may be adjusted as a result of DER and DIP annual review meetings
- The school sets targets that are based on the potential achievement of each cohort of learners.
- We do not necessarily expect targets to become more ambitious year after year; they must reflect the ability of the cohort, and challenge at the appropriate level
- Whole school targets are discussed annually with the Challenge Advisor before being presented to the Governors
- The Governors consider target grades annually and review them in light of the outcomes of public examinations

7. Communicating with Parents/Carers

- A strong partnership with parents/carers, based on frequent, regular, personalised, and pertinent communication, helps the learners to achieve their potential
- The annual parents' evening as well as options evenings and other course evenings provide individual advice and support for parents/carers
- The school provides regular opportunities for informal parental consultation with the Progress Leaders and Leaders of Learning
- Interim grades are shared with parents/carers at three points in the year that give a brief synopsis of the progress being made
- End of year reports give a comprehensive analysis of progress made
- Parents/carers are encouraged to give feedback about our reporting procedures through questionnaires. The results of these are used to improve the system

8. Standardisation

8.1.   In all subjects, ensuring that teachers have a common understanding of assessment criteria and standards is important. Particular care must be taken in departments with part-time teachers or discontinuities in staffing. Standardisation is as much an issue at Key Stage 3, where learners' progress is related to National Curriculum level descriptions, as it is at Key Stages 4 and 5. Coursework assessment in Key Stages 4 and 5 is standardised, usually by a combination of departmental discussion and marking by two or more people. This should be linked to a portfolio of previously standardised work. Teachers have honed these procedures in familiar contexts so that they are confident of the reliability of their judgements.

8.2.   More generally, secure standardisation is dependent on the scrutiny of exemplars from examining boards, attendance by teachers at marking workshops provided by the boards or subject advisers, and teachers' own experience as external moderators.

8.3.   In subject departments, teachers are aware of the ground rules relating to the supervision of coursework and are agreed on a proper level of intervention. Interventions should be noted in, for instance, the course log sheet, ensuring transparency and accountability.

9. Evaluation and Development

9.1.   Effective departments also use information from coursework to evaluate their practice. They analyse all the assessment information they have and make changes to the curriculum, teaching styles and learning materials accordingly. There should be a thorough evaluation of assignments and the teaching of them to establish what does and does not work. This gives feedback on teaching, and results in raising the tempo for some learners and providing more support for others. It prompts teachers to adapt their approaches, for example, by changing the balance in the teaching of knowledge, understanding and skills.

Date for Review: Autumn 2022

April 2021