



THE
PHILIP MORANT
SCHOOL AND COLLEGE

Assessment & Reporting Policy

Incorporating:

- **Assessment & Feedback**
- **Recording Assessment**
- **Reporting to Parents/Guardians**
- **Examination & Controlled Assessment**
- **Internal Appeals**

Review Period	3 years	Approval Date	14 th March 2017
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1 **Executive Summary**

1.1 Assessment

This section of the policy defines the school's approaches to the assessment of students' work, where subject assessment strategies should be found and the overarching mechanism for ensuring consistency in assessment.

1.2 Recording Assessment

This section of the policy defines where and how assessment data for students will be recorded and collected at classroom, departmental and whole school level.

1.3 Reporting to Parents/Carers

This section of the policy defines mechanisms by which a parent can expect to receive regular updates of their child's progress.

1.4 Examination & Controlled Assessment

This section of the policy defines the schools' strategies for the proficient conduct of internal and external examinations and controlled assessment, including how internal examination marking will be incorporated into student progress tracking.

1.5 Internal Appeals Procedure

This section of the policy explains the schools' procedures for dealing with concerns/enquiries regarding the internal marking of external examination components (such as controlled assessment).

2 **Key Principles of Assessment and Reporting**

2.1 Assessment and Reporting should be seen as an important and positive part of learning. It should involve student, parent/carer and teacher in a formative process that identifies strengths and weaknesses, enables targets and goals to be set and assists teaching and learning to develop in a positive and progressive manner. Maximum use should be made of data collected about students, to inform this process and to monitor the progress being made.

2.2 Assessment should be designed to allow equality of opportunity in order for all students to achieve at an appropriate level and reach their full potential.

2.3 Assessment techniques should and will vary, but it must always be clear to students when a formal assessment is being carried out and exactly what are the assessment criteria.

2.4 Outcomes of assessment must be carefully recorded in a way that allows easy access to up-to-date records by interested/concerned parties.

2.5 Reports to parents/carers should be informative and individual, reflecting the achievements and progress made by a student over a given period.

2.6 Reports should be published in accordance with the calendared schedule. Reports must meet the statutory requirement that schools report to parents on progress in each subject and other school based achievements each year.

3 Assessment & Feedback

3.1 Schemes of Learning

3.1.1 Through Schemes of Learning, departments will indicate the frequency and methods by which work is assessed

3.2 Assessment for Learning

3.2.1 Learning objectives, teaching strategies and assessment opportunities (summative, formative, formal and informal) should be designed and implemented in such a way as to enable a student to be clear about what they have achieved, understand what they are aiming to achieve in the future. Prove It tasks are then planned for and used by staff to give students opportunity in lessons to improve their skills based on this assessment.

This will allow the opportunity to:

- Refine the quality and focus of feedback to all students to enable them to further develop the skills and knowledge they require to be **successful** in a particular subject or specific aspect of a subject
- Improve the focus of lesson planning so that individual students are set tasks which support and extend their learning and skills development in every lesson
- Ensure students **aspire** to improve, and are given the opportunities to do so.
- Ensure that classroom activities consolidate and extend skills previously learnt.

3.2.2 Outline of 'Prove It'

Students will be set a 'specific 'Prove It' task in every lesson. The nature of this task will be determined by a 'progress check' carried out previously, which identifies what the student needs to be given the opportunity to do in order to consolidate or extend skills or understanding in a particular area. 'Prove It' tasks may also be set so that students can show that they have taken feedback into account when carrying out a new task

Subject teachers will make a record of which students are undertaking which tasks in their planning documents.

Feedback for 'Prove It' tasks may be given by the subject teacher in line with the school's Assessment and Reporting Policy - the form of this feedback will vary according to the task completed, but may be either verbal or written in nature.

3.3 Student Self and Peer Assessment

3.3.1 Students are encouraged to carry out self and peer assessment of their own and other students' work when appropriate. Guidance should be given to help them build confidence in this process, enabling them to take a growing involvement in their learning, by identifying their own strengths and weaknesses and setting realistic targets for the next stage.

3.4 Standardisation and Monitoring of Assessment

- 3.4.1 Standardisation and moderation of work within the Department/Faculty must take place on a regular basis as defined by the Academic Planner. Ensuring that all assessors are applying a consistent standard of assessment.
- 3.4.2 Heads of Department/Faculty and Subject Leaders must carry out regular monitoring of books and assessment by staff to ensure that it is taking place in accordance with Whole School Policy

4 Recording Assessment

- 4.1 Departmental/Faculty Records
 - 4.1.1 Records, built up by subject teachers, will be recorded on Go4Schools, to ensure continuity across the Key Stage. Subject Leaders/Lead Teachers (or a nominated person), should monitor the record system to check that it is up to date and review this process regularly with the SLT link.
- 4.2 Whole School Central Electronic records - Go4Schools
 - 4.2.1 Regular data collection to the central electronic school record, must be completed for all students, in all subjects.
 - 4.2.2 Whole School Central Electronic Records will be used in the review of correct student placement within ability bands, will be used in the tracking of individual progress towards targets set for the end of the Key Stage and, by comparison with baseline predictive data will detect any underachievement leading to appropriate intervention.

5 Reporting to Parents/Carers

- 5.1 Modes of Reporting to Parents/Carers

There are two mechanisms by which progress data is reported to parents/carers.

 - 5.1.1 Parent/Student/Teacher Interview - (time-restrictions may mean that a limit is placed on the number of staff able to be seen by each family).
 - 5.1.2 Data snapshot or report - giving details of current attainment and progress in each subject. This information will be available on Go4Schools.
- 5.2 Schedule for Reporting to Parents/Carers
 - 5.2.1 Parents/Carers can expect a report of progress for their child at the end of each half term. This report/data snapshot will be available on Go4Schools and a printed copy will be mailed if parents have requested this. An email will be sent to the registered email address informing parents/carers when a data snapshot has been completed.
- 5.3 Parental Feedback from Reports
 - 5.3.1 All data snapshots will state how parents can discuss the data with subject staff or Subject Leader.

6 Examination and Controlled Assessment

- 6.1 Examinations Code of Practice

- 6.1.1 Philip Morant School & College adheres to an 'Examinations Code of Practice' ensuring that all examinations practice conforms to Joint Council for Qualifications (JCQ) regulations securing the integrity of external/public examination procedures from candidate entry to certification. Copies of the Code of Practice are available from the Examinations Office.
- 6.1.2 The 'Examinations Code of Practice' is reviewed and updated annually by the Examinations Officer. Examination practice and procedure is subject to annual inspection by a representative of the JCQ.
- 6.2 Controlled Assessment Policy
 - 6.2.1 Philip Morant School & College adheres to a 'Controlled Assessment Policy' ensuring that all examination course controlled assignments conform to Joint Council for Qualifications (JCQ) regulations. Copies of this document are available from the Examinations Office.
 - 6.2.2 The 'Controlled Assessment Policy' is reviewed and updated annually by the Examinations Officer. Examination practice and procedure is subject to annual inspection by a representative of the JCQ.
- 6.3 School/Internal Examinations
 - 6.3.1 Philip Morant School & College conducts regular school based/internal examinations or assessments for students at all Key Stages.
 - 6.3.2 School-based examinations adhere to the operational elements of the 'Examinations Code of Practice' to ensure the efficient and appropriate running of all examinations and to expose students to the regulations and organisation that will be applied to their public examinations.
- 6.4 School Examination Marking
 - 6.4.1 Examination/test questions should show the mark allocation.
 - 6.4.2 Scripts will be marked by subject teachers to give a final percentage/score. Following departmental moderation, percentages/scores should be translated to equivalent Levels or the specific examination grades indicated in the course syllabus.
 - 6.4.3 Feedback regarding examination/assessment scores and success is given at all Key Stages.

7 Internal Appeals Procedure

7.1 Internal Assessments for Qualifications with English & Welsh Awarding Bodies

In accordance with the requirements of JCQ and subject to inspection, Philip Morant School and College operates the following Internal Appeals Procedure as part of its commitment to ensure that:

- 7.1.1 Internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills.
- 7.1.2 Assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant Specifications for each subject.

- 7.1.3 The consistency of internal assessment is assured through internal standardisation as set out by the Awarding Bodies.
- 7.1.4 Staff responsible for internal standardisation and/or assessment attend any compulsory training sessions.
- 7.2 Internal Appeals Procedure
 - 7.2.1 Each Awarding Body publishes procedures for appeals against its decisions, and the Examinations Officer will be able to advise students and parents of these procedures.
 - 7.2.2 Appeals may be made to the school regarding the procedures used in internal assessment, but not the actual marks or grades submitted by the school for moderation by the Awarding Body.
 - 7.2.3 A student or parent wishing to appeal against the procedures used in internal assessments should contact the Assistant Principal with responsibility for Examinations or the Examinations Officer, as soon as possible to discuss the appeal, and a written appeal must be received by the school at least two weeks before the date of the last external exam in the subject.
 - 7.2.4 On receipt of an written appeal, an enquiry into the internal assessment will be conducted by a senior member of staff appointed by the Head of Centre. This enquiry will consider whether the procedures used in the internal assessment conformed to the published requirements of the Awarding Body.
 - 7.2.5 The appellant will be informed in writing of the outcome of the appeal, including details of any relevant communication with the Awarding Body and of any steps taken to further protect the interests of the candidates.
 - 7.2.6 The Internal Appeals Procedure is drawn to the attention of parents/carers and students during the Autumn term of Years 10, 11, 12 and 13.
 - 7.2.7 The Internal Appeals Procedure is reviewed and updated annually by the Examinations Officer and is subject to annual inspection by a representative of the JCQ.