



Highfield Middle School

Assessment / Recording / Reporting Policy

The purpose of this policy is to inform all stakeholders of the way we assess pupils, record pupil data and report this data to parents & carers. It will also set out the way work is assessed and marked at Highfield.

Introduction

Highfield Middle School recognises that assessment, recording and reporting are critical in improving pupil achievement and evaluating the quality of learning and teaching. We use formative and diagnostic assessment to identify strengths and targets and formal summative assessment to evaluate the levels of understanding pupils have attained.

The cycle of planning, teaching and assessing to inform the next planning cycle is central to best practice. High expectations and a challenging learning environment lead to success for the whole school community.

The aims of Highfield Middle School, where both staff and pupils value academic excellence, personal development and well-being are central to our Assessment, Recording and Reporting policy. This ensures that assessment focuses on the three key areas of Improving, Involving and Informing.

Improving

To give pupils a clear picture of what they have done, and what they need to do to make progress. To enable teachers to evaluate the effectiveness of teaching strategies and materials and adapt accordingly.

Assessment should give recognition and praise for achievement and help pupils become more effective learners.

This will be achieved in a variety of ways:

- a. Marking of pupils' written and practical work (see marking guidance for more information).
- b. Formal Assessments
- c. Verbal feedback and targeted questioning
- d. Exemplar feedback and 'peer' assessment, for example model answers together with a commentary highlighting particular points.

Involving

To make pupils part of the assessment process at every stage - encouraging participation and increasing independence in their learning.

Pupils will take an active role in acting on and reflecting on the feedback given. Identifying strengths and targets for development will be focused, explicit and constructive. Feedback sheets and whole class feedback can be used where appropriate. Pupils will be supported and encouraged to improve their work in a way which provides both praise and challenge.

Pupils will set personalised targets with support from subject teachers, which summarise Predicted End of Year Grade and Attitude to Learning as appropriate.


Informing

To provide pupils, parents and carers, teachers, Subject Leaders, SLT, governors and the DfE with valid information regarding pupil progress in order to ascertain future learning needs of groups and individuals.

Recording assessments accurately enables a more personalised approach to pupils' learning by identifying areas requiring further support and intervention.

The methods used to measure student attainment and progress should be valid, relevant and consistent. The data should also be regularly validated. In most cases (other than formal end of Key Stage Assessments) teacher assessment is used to grade pupils work and understanding. Informal and formal assessments will be moderated and standardised within departments as part of the Curriculum Meeting/CPD Calendar. We will also seek opportunities to moderate standards with other schools, both within Cheviot learning Trust and beyond.

We use the following grade descriptors across the school, in all subjects:

 Assessment Grades	
D	Greater Depth You demonstrate a deeper understanding and can apply your knowledge independently in a range of contexts.
E	Expected You can achieve the expected standard independently following teacher demonstration.
T	Working Towards You are working towards the expected standard or can achieve the expected standard with support.
B	Beginning You are beginning to develop age-related skills.

Teachers will use all the information they have available to them to make well informed teacher assessments. Attitude to Learning will be recorded as a number from 1-5. These will be stored electronically on Bromcom. Termly grade updates will be reported to parents via the Bromcom MCAS app and paper copies distributed to pupils if requested.








At each grade update classroom teachers, Subject Leaders and the Leadership team will analyse progress and achievement. They will also compare attainment of different pupil groups within the school. As a result of this work, pupils will be selected for support and intervention.

In addition to the termly grade updates, there will be 2 Parents' Evenings for all year groups each academic year. There will be a Tutor Evening in the first half term to discuss how pupils have settled into their new phase of education. In the spring term, subject parent's evenings take place, where parents and carers can discuss progress, success and targets with subject teachers. In addition, Parent's Information evenings will take place for year group specific information, such as transition and SATs assessments. Parents and carers are also able to request individual discussions with staff, to overcome barriers to learning and support pupil progress, at any point throughout the year.

Pupils will be kept informed of their grades, to enable them to achieve their potential for each of their subjects. Where individuals make particularly rapid progress, their targets should be revised accordingly by their classroom teachers.

Marking

We use the following code to provide marking feedback which is manageable, meaningful and motivating.

	Grammar error
	Punctuation error/needed
	New paragraph needed
	Spelling mistake
	Verbal feedback (used when constructive)
	Please make improvements to work in a purple box.
	Highfield Point awarded

Marking may vary to some extent in different curriculum areas and at different Key Stages in order to ensure that the feedback given is appropriate to the subject. Curriculum Leaders and teachers will take the marking code into account when planning assessments, marking and giving feedback to pupils.

Special Educational Needs

Using data collected and teacher experience, children should be identified as early as possible and discussed with the Head Teacher and SENCO at progress meetings.

Staff must be vigilant for children who begin to fall behind at any stage of their school life and be ready to respond to their needs. Pupils' needs should be met through QFT, the use of Pupil Passports/Profiles, adapted work and appropriate intervention groups, should they be deemed necessary.

After close monitoring, if the child needs further support, consideration of the next steps to take should be discussed with the SENDCO. Outside agencies may need to be considered.

Created by:	R Oades
Date:	November 2023
Adopted by Governors:	November 2023
Review Date:	November 2025