



Prudhoe Community High School	
Name of Policy	Assessment, Recording & Reporting Policy
Named Person	Senior Leadership
Approved by:	S McArdle - Chair's Action
Last review date	September 2023
Next review date	September 2024

PCHS Assessment / Recording / Reporting Policy (Sept 2023)

The purpose of this policy is to inform all stakeholders of the way we set targets, assess students, record student data and report this data to parents/ carers. It will also set out the way work is assessed and marked at PCHS.

Introduction

PCHS recognises that assessment, recording, reporting and target setting are critical in improving student 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 stage students have attained.

The values and ethos of PCHS where both staff and students strive for excellence in all we do 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 students 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 students become more effective learners.

This will be achieved in a variety of ways:

- a. STAR marking (Strengths, Targets, Act Now and Reflect)
(see marking guidance for more information).
- b. Formal Assessments
- c. Verbal feedback and targeted questioning
- d. Exemplar feedback/ 'peer' assessment, for example model answers together with a commentary highlighting particular points.

Strengths and Targets will be focused, explicit and constructive. Feedback sheets and whole class feedback can be used where appropriate.

Be prompt (all STAR assessments and formal assessments will be marked and returned within two weeks).

STAR Assessments and Formal Assessments will be identified on Subject STAR Calendars. Where assessed work contributes to students' final qualification grade (e.g. coursework within GCSE, A

level and Vocational) teachers and curriculum leaders will ensure that awarding body guidance is adhered to. STAR feedback will be given on 'mock' assessments or other learning tasks where appropriate in line with the awarding bodies' guidance. Please see BTEC assessment policy for further guidance.

Involving

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

Students will take an active role in acting on and reflecting on the feedback given. Students will improve, or re draft work as appropriate following feedback.

Students will set personalised targets with support from Tutors following grade updates (3/4 per annum) which summarise Predicted End Grade (PEG) and Attitude to Learning as appropriate. The Tutor will support students in this process and will be the first contact for mentoring. Heads of Achievement and Learning and Subject Leaders will identify students who may need further support and appropriate intervention programs will be put in place.

Informing

To provide students, parents and carers, teachers, Subject Leaders, HALs and SLT with valid information regarding student progress in order to ascertain future learning needs of groups and individuals.

Recording assessments accurately enables a more personalised approach to students' 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. Where a summative grade is given exam board mark schemes will be used or adapted with curriculum wide agreed grade boundaries. STAR and Formal Assessments will be moderated and standardised within departments as part of the Curriculum Meeting/CPD Calendar or in smaller departments by linking with either other departments or schools to ensure consistency.

Teachers will use all the information they have available to them to reach overall decisions for Grade Updates as calendared. Predicted End Grade (PEG) when used will use the appropriate letter/number grade relevant to the course (e.g. A*-E, 1-9, D*-P) and Attitude to Learning which will be recorded as a number from 1-5. Further learning behaviour areas may be identified as a cause for concern where necessary: behaviour, homework, work rate & organisation.

These will be stored electronically on Bromcom. Grade updates will be reported to parents via a 'Schoolcomms' message and paper copies distributed to students.

At each grade update tutors, classroom teachers, Heads of Achievement and Learning, Subject Leaders and the Leadership team will make judgments about students in terms of whether they are performing well above, above, in line with, slightly below or well below predictions. They will also compare attainment of different student groups within the School. As a result of these predictions underperforming students will be appropriately monitored and mentored.

Parents/ Carers will receive regular Grade Updates to keep them informed of the progress the student is making towards achieving their subject estimates and their attitude to learning. In addition there will be Parents' Evenings for all year groups each academic year. Y9 (remove and Y12) will also have a Tutor Evening in the first half term to discuss how they have settled into their new phase of education. Parents' Information evenings will take place for all year groups to update parents on the requirements of the academic year.

Students will be informed of School Target Grades to enable them to work towards personal attainment targets for each of their subjects drawing on a range of information including KS2 SATs, GCSE average point scores and in school baseline testing. Attainment targets will be challenging and be equivalent to the grades achieved by the top 20% of students in schools nationwide.

Where individuals make particularly rapid progress, their targets should be revised accordingly by their classroom teachers. However, their original target will be used as part of analysis to assess the performance of their teachers, subject areas and the school. This analysis will contribute to performance development.

Marking

Marking will vary in different curriculum areas and at different Key Stages in order to ensure that the feedback given is appropriate to the subject and that the marking and feedback is manageable, meaningful and motivating. Curriculum Leaders and teachers will take the following guidelines into account when planning assessments, marking and giving feedback to students. [Marking Guidelines](#)