



## GLENWOOD SECONDARY SCHOOL, EMSWORTH

### ASSESSMENT, RECORDING AND REPORTING POLICY

Reviewed	May 2017
Responsibility to Review	DHT / JI
Next Review	May 2018
Approval	Education Committee

Pupil performance is a key indicator of the success of the teaching and learning that is taking place within the school. Our assessment, recording and reporting procedures enable us to monitor pupil progress and provide an insight into the effectiveness of the practices we employ to promote learning. The key purposes of our policy and practice are to address the following points.

#### **Assessment will:-**

- Contribute to a coherent expression of a pupil's learning and future needs.
- Be an integral part of curriculum planning and schemes of work.
- Allow pupil's progress and achievements to be demonstrated
- Identify short term targets and priorities for individual learning
- Acknowledge pupil's physical, personal, social and emotional development.
- Enable teachers to match pupil attainment against level or end of key stage assessment
- Allow pupils to play an active part in the process by making clear what is expected of them, what needs to be done to achieve success and when reviewing progress, emphasise what has been achieved.
- Employ a variety of methods suitable for the purpose.

#### **Recording will:-**

- ensure up to date records of pupil's progress are maintained
- ensure individual progress is monitored and measured.

- provide information on which individual and group targets can be identified
- facilitate report writing
- provide evidence on which judgements about progress can be made
- provide evidence and information for other agencies and professionals

#### **Reporting will:-**

- meet statutory requirements
- give a clear and accurate picture of pupil attainment
- inform pupils, parents, teachers and Governors of progress made by pupils.
- inform other professionals and agencies of pupils' progress.

The above principles form an integral part of the individual subject assessment policies identified in Subject Handbooks. The application of these principles is reflected in the following ways.

Assessment practices will vary according to the task being assessed and the context in which the work has been completed. However they will include one or more of the following strategies;

- Ongoing observation, questioning, discussion and analysis of written work.
- Feedback to pupils including annotated comments on written tasks as well as verbal comments and the opportunity for pupils own self review.
- Formal assessment at the end of specific topics / modules of work.

Recording practices ensure clear and accurate information is available about what the pupil knows, understands and can do. Records inform the reporting processes and reflect individual subject requirements and objectives.

Reporting practices centre on the three identified opportunities for parents to receive direct information from staff and the Open Evening where broader curriculum issues are discussed.

- **Open / Curriculum Evening** (late October)  
Parents also have the opportunity to discuss the wider curriculum being offered to pupils as part of our annual Open Evening. This meeting is also open to those parents whose children will be joining the school in the forthcoming academic years.

- **Annual Review Meeting** (between October and February depending on year group)  
Parents are invited to attend the annual review meeting to discuss progress against the identified needs on the pupils statement. The meeting is informed with a written report which focuses on the progress the pupil has made against the targets set on the Individual Education Plan (IEP). All staff that teach the pupil contribute to the report and focus on progress against the targets within their specific subject area. The review meeting takes place annually and agrees targets for the forthcoming term.
  
- **The Progress Evening** (late February)  
Parents have the opportunity to attend a pupil progress evening mid year to discuss the progress of pupils to date. There is no written report available for this meeting, parents can look at pupil's work and discuss with teachers directly about progress attainment, and effort.
  
- **Annual School Curriculum Report** (July)  
The end of the year Curriculum Report focuses on the progress made by the pupil within the specific subject areas of the curriculum. The summer term Parents Evening is to discuss the report and provides parents with the opportunity review performance of the pupil over the whole academic year.

### **Meeting Individual Needs**

All pupils at the school have a learning difficulty which is addressed through the provision of a curriculum which enables pupils to achieve their best. There are also a number of pupils who have needs which are 'additional to' or 'different from' the majority of pupils within the form or tutor group. For those pupils whose needs are not being fully met by the provision of the normal curriculum within the school an individualised education programme may be established. The IEP may relate to a variety of aspects of the pupils education and may include behaviour plans, literacy / numeracy interventions, timetable modifications, speech and language therapy targets, ELSA support. The programmes are monitored twice annually and form the basis of any additional support or assistance the pupil may need. Pupils may have an IEP drafted for a specific purpose and having achieved the objective may no longer require it to be maintained. Similarly pupils who previously were having their needs met by the differentiated curriculum provision available within school may have an IEP drafted to meet a specific need or requirement as it arises or develops.

The identification of the need for an IEP considers information and requests from a range of education professionals, staff, parents and pupils themselves.

### **Monitoring**

The AR&R policy will be monitored through discussion with parents as to the effectiveness of the information provided through the annual review and end of year

report formats. Parents will also be asked for their views via a questionnaire to ascertain the level of usefulness of the information provided.

Monitoring will also consider the views of external accreditation moderators through the feedback forms returned to school. These forms are provided to staff for feedback and consideration of any recommendations made.