

# CNS



## Governing Body

# ASSESSMENT RECORDING AND REPORTING POLICY

Approved by Governors: 2002



## 1 Introduction

The basis of the school's approach to assessment, recording and reporting is the use of benchmark assessment data to set target grades for individual students and for the school as a whole. These target grades will act as reference points throughout the cycle of teaching and learning and will allow CNS to measure the improvement made by students throughout their time at the school; they will also allow students and their parents to be clear in their expectations and to aim for realistic standards of attainment.

## 2 Benchmark assessment data

CNS will be making use of assessments set by the University of Durham; MidYis (Years 8 and 9), Yellis (Years 10 and 11) and Alis (Years 12 and 13). These assessments will supplement information on attainment from other sources, such as SATs levels (Both at Key Stage 2 and Key Stage 3), GCSE results and other tests which are undertaken in the school. These assessments will lead to the setting of minimum target grades in each of the subjects the student undertakes.

## 3 Target grades

All students will be set a minimum target grade (KS4 & Post 16) or level (KS3) in each subject they take and will be made aware of that target grade/level. The minimum target grade/level is the least which should be expected from the student's performance: the primary objective of the student will be to meet the target and then to exceed it. Target grades will relate to national tests and examinations: to attainment levels at Key Stage 3 SATs in Years 8 and 9, to GCSE grades in Years 10 and 11, and to A level grades in Years 12 and 13.

## 4 Ownership

Students, teachers and parents will know what the minimum target grade/level is in each subject: this information will be communicated formally during the Autumn Term of Year 8, Year 10 and Year 12. The process of measuring the level of attainment for each piece of work which the student produces against the minimum target grade should be continuous, as should the dialogue between the teacher and the student on how to effect improvement. A note of minimum target grades/levels and present performance grades is kept in each student's Planner.

## 5 Assessment

Subject teams will devise their own means of assessment in a manner which is consistent with their schemes of work. The principles of assessment are these:

- Assessment must take place regularly (formally, three times a term) and involve both class work and homework.
- Assessment methods must be consistent within the subject.
- Assessments must be related to the student's minimum target grade/level for the subject.
- The student should be made aware of at least one means of improving or maintaining the quality of his or her work following the assessment of a piece of work.
- The Curriculum Area Manager should co-ordinate the assessment carried out by subject teachers and should keep records to show that consistency and coherence are being achieved.

## 6 Recording

The progress of each student will be recorded in:

- the teacher's mark book (on a day-to-day basis);
- the student's exercise books or course-work folders;
- the student's Planner
- Curriculum Area records in Integris (on a termly basis);
- a formal report to parents (at least once a year);

## 7 Reporting

The process of reporting to parents will be as follows:

- notification of minimum target grades/levels for each subject at the beginning of each Key Stage;
- the completion of subject reviews in the Planner
- a Progress Review Day in January each year at which the Tutor will discuss progress against minimum target grades/levels with the student and her or his parents;

- a parent-teacher consultation meeting
- the annual report including a pro-forma completed by the student.

Additionally, parents may discuss their son or daughter's progress with teachers or tutors at other times by prior arrangement.

## 8. The Tutor

Tutors are responsible for monitoring a student's progress in all subjects. With this overview, the Tutor will decide upon general learning targets which will be shared with the student and parents on the Progress Review Day.

Tutors will meet the students for whom they are responsible during Tutorials throughout the year. Students should expect, on average, one such meeting each term.

The Progress File is used as the basis for discussion of progress and formulation of steps for improvement.

## 9. Progress File

Each student will receive a Progress File at the start of Year 8 which will be updated continually throughout his or her time at the school. The Progress File will record the student's activities and achievements both within and outside school and will contain a personal statement provided by the student.

## 10 UCAS applications

Applications for places at University (UCAS) will contain subject reports and estimated grades as part of the school's reference. The comments and the estimated grades will be shared with the student during the interviews which precede the completion of the reference.

## 11 School targets

The Governors are obliged to set targets for the school's performance at GCSE and Key Stages. These targets will be based on the benchmark assessment data gained by the school and will take into account national targets and comparative information provided by the DfES and the LEA. The targets are published in the Governors' Annual Report to Parents each Autumn.

## 12 Public examinations

The school has a duty to communicate results of SATs, GCSE and A level examinations to students and parents. The overall results for the school

year will be published in the school's annual prospectus and in the Governors' Report to Parents.

### 13 Conclusion

Our approach to Assessment, Recording and Reporting is regarded as being of benefit to students in allowing them to achieve their potential and adding value to their performance in a systematic way. The roles of the subject teacher and Tutor, are intended to be complementary and mutually supportive.

Detailed procedures that ensure the implementation of this policy are contained in the Staff Handbook and in Curriculum Area documentation.

## City of Norwich School: Components of the Formative Value-Added System

**1. Value-Added Analysis**

- Past institutional data for curriculum analysis
- Minimum Target Grades or Levels (MTG/Ls) for each subject using external data from MidYis, Yellis and Alis.

**2. Assessment, Recording and Reporting system**

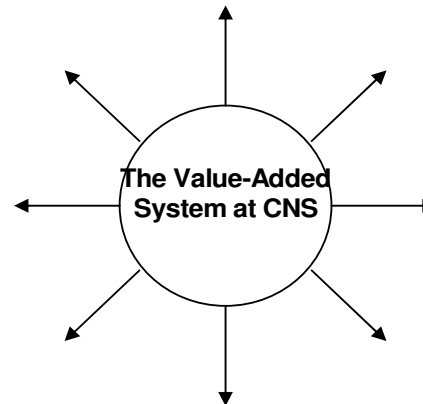
- Common reporting formats (subject, tutorial & reports to parents)
- ARR annual cycle on School Calendar

**3. Curriculum focus in subjects**

- Common schemes of work
- Regular feedback to students
- Present performance grade relating to MTG
- Recording other performance data
- Creating subject next step

**8. Management and curriculum review**

- School review cycle
- Evaluating accuracy of MTGs and present performance grades
- Evaluating effectiveness of formative system
- Using summative value-added data for curriculum review



**4. Tutorial review & guidance**

- One-to-one Tutorials termly
- Progress Review Day in January
- Using subject data for reviews
- Looking for patterns in student attainment & behaviour
- Focusing on progression
- Using Progress File

**7. Reporting**

- Report to parents, admissions tutors and careers service
- Progress Review day involving student, tutor and parents
- To Governors and LEA re: institutional targets

**6. School responses**

- Clear codes of action in response to issues arising from progress reviews
- Establishing learning support

**5. School communication systems**

- System for communicating data & targets (CNS Planner, Student Issues Slip)
- Roles and responsibilities (teacher, academic tutor, student, parent)

