

Ambassadors High School  
Assessment & Reporting Policy

**Assessment**

Ambassadors High School ensures that all young people achieve to the best of their abilities. Any arrangements for assessment start from the need to engage pupils in the process of identifying appropriate and realistic learning outcomes to enable them to take responsibility for their own learning.

**Purposes of assessment**

1. To provide information to pupils, parents and teachers about the progress a child is making.
2. To allow for subject monitoring and evaluation to improve learning and teaching strategies.
3. To act as a positive aid to the performance of each pupil.
4. To provide objective guidance progression throughout a pupil's school career.
5. To prepare pupils for assessments, SATs, external examinations and the wider learning.

**Guiding principles**

All assessment policies and instruments of assessment should:

1. Support learning and teaching.
2. Ensure that all specific learning needs are identified at an early stage through diagnostic assessment and professional judgement.
3. Promote self-awareness in pupils.
4. Acknowledge achievement at all levels to maintain pupil motivation.
5. Provide opportunity to evaluate learning materials, planning, learning processes and teaching methodology.
6. Ensure consistency of approach across the curriculum, while recognising subject specificity.
7. Reflect Equal Opportunities Policies of the school.
8. Meet the requirements of national examinations.
9. Assist the process of target setting for individual pupils.

## **Pupil assessment**

We should assess the achievement of learning outcomes as determined by the objectives of the subjects

- Knowledge and understanding
- Skills developed within the subjects

We should also seek to assess skills displayed across a range of learning opportunities

- Co-operation with others
- Ability to solve problems
- Capacity for independent learning

## **Types of assessments**

1. Pupil progress is normally assessed formally.
2. Assessment may be formative or summative.
3. Assessment may involve the setting of specific tasks or form part of day to day teaching. The balance of these will be decided by each teacher according to perceived subject needs.
4. Assessment may be based on what pupils say what pupils write what pupils do
5. Not all activities need to be formally assessed. A holistic view of a pupil's abilities may be seen as more appropriate.
6. We implement pupil self-assessment or peer assessment on a regular base.
7. Instruments of assessment may be altered to accommodate specific needs, but where applicable, must be authorised by the Head Teacher.

## **Assessment for learning programme**

Staff development in this area will commence with an introduction to materials from Dylan Wiliam's "Inside the Black Box" and "Working inside the black box". Wiliam's interpretation of assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils' learning, which differs from assessment designed simply to measure competence. He sees assessment activities as helping to learn if they provide information that can be used as feedback, by teachers and by pupils, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged. Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet learning needs.

Formative assessment strategies, such as sharing outcomes; higher order questioning; wait time; focused feedback; comment only marking and self and peer assessment to be introduced by all teachers and these will be more fully developed across the school as the programme progresses.

Classroom monitor is used as a tool at times.

Each classroom has class files and all assessment information about each child is kept in the classroom. The teacher is responsible to fill these in after a topic has been taught.

### **Timing of assessments**

1. Whilst there are constraints due to the whole school reporting schedule, the timing of assessments will be at the discretion of individual teachers. This would normally be at the end of a unit of work.
2. Beginning of a new topic being taught.
3. Whenever the teacher feels there is a need to assess a child in a particular area of a subject.

### **Planning of assessment**

1. Assessment should be part of the planning process in all subjects.
2. Aims and objectives and learning outcomes of the course should be clearly stated and shared with pupils.
3. A programme of study, including a timescale for completion of each part or unit of a course should be drawn up and shared with pupils.
4. Teachers should liaise with the Support for Learning (Head Teacher) where necessary.
5. Assessments should indicate how well pupils are progressing towards the stated aims, objectives and learning outcomes of a subject

### **Marking and grading**

- Guidelines for marking and feedback are written in detail in the schools marking and feedback policy.

### **Standardisation**

1. Standardisation procedures exist. These may include sampling and cross marking and moderation.
2. There is an agreed marking scheme or criteria.
3. Meetings are held regularly to monitor the marking of all aspects of internal assessments, classwork and other work.

### **The role of Teachers**

1. All teachers have a clear policy statement on assessment in their staff handbook.
2. Head Teacher will ensure that all staff members are aware of assessment procedures.
3. All year groups will have common assessment procedures across all ability groups.
4. Teachers who teach maths and English are responsible for making sure that the children are met with and targets are set.

## **Information for parents**

1. A clear explanation of stages will be made available to parents at the time of reporting or as requested.
2. Parents will be informed about general assessment procedures and key timings when necessary.
3. Parent teacher meetings as well reports will be sent out once a term but if there is a concern or a child is gifted and talented meetings will take place earlier or at the required time.

## **Monitoring and evaluation**

1. Monitoring and evaluation of assessment policy and instruments of assessment is ongoing at both classroom and school levels. This will be through the process of self-evaluation by the head teacher, staff meetings and observing the results of every class.

## **REPORTING**

### **Introduction**

Reporting to parents on their child's progress is an essential part of the home/school partnership and plays a vital role in raising pupil attainment.

The aims and guiding principles of reporting in Ambassadors High School are common to all classes.

### **Aims**

1. To provide specific information for parents, pupils and teachers.
2. To enhance home/school partnership.
3. To inform parents and pupils of pupil progress in a positive manner.
4. To alert pupils and parents to areas of concern so that these can be quickly addressed.
5. To provide a starting point for discussion at Parents' Evenings.

## **Guiding principles**

1. Reports should be positive in their comments and demonstrate a sound knowledge of the child concerned.
2. Reports should be written by the class/subject teacher and reflect pupil progress against the subject objectives as well as the child's general behaviour during that particular subject.
3. Reports should highlight pupil strengths as well as indicating areas in need of development.
4. Reports should be seen as a positive strategy in raising attainment.

## **Methods of reporting**

1. Reporting to parents may be formal or informal or both.
2. Formal reporting takes place in accordance with an agreed reporting calendar (end of every term).
3. The format of formal reporting, as far as possible, is common in all classes throughout year groups.
4. Informal reporting may take the form of a note on Class Dojo for primary children and study planner for Secondary, highlighting positive progress or raising concerns.
5. Each Key stage has its own templates of reports in an agreed format.
6. Currently the school is preparing to pilot the use of electronic reporting, using the classroom monitor.

## **Timing of reports**

1. Dates and deadlines for reporting are published in the school calendar at the start of each academic year.
2. Where feasible reports should coincide with the appropriate Parents' Evenings.

## **Role of Head Teacher**

1. Head teacher is responsible for monitoring the reporting process, and for monitoring the quality of reports.
2. Head Teacher has the overall responsibility for monitoring the quality of reporting for each year group.
3. Copies of progress and full reports are kept in the child's folder as well in the Class file.

### **Role of support for learning staff**

1. Support for Learning staff receive reports for all pupils they have a specific interest in.
2. Support for learning staff write a Support for Learning report, for these pupils, which is included with the set of reports which is sent to parents.
3. Support for Learning staff use pupil reports to as part of their monitoring process. They are helpful in assessing the impact of the particular additional support the pupil is receiving. Reports can also highlight areas where further support strategies may be required.

### **Role of parents**

1. Parents receive reports on their children as intimated in the reporting calendar. Advanced warning of reports being issued is published via Parental Newsletters, email or message.
2. Parents are invited to comment on all reports issued to them.
3. Parents should use the reports as a means to mark progress or to discuss concerns relating to their children's performance at the parent teacher meeting.

### **Role of pupils**

1. Pupils receive reports as intimated in the reporting calendar and have a section in the report to self-evaluate themselves
2. In primary, the pupil is given targets and these targets are shared with them on their target card. The children have a comment box to comment on their achievements.
3. Secondary the children are encouraged to read their report, comment and reflect on the positives as well as on the room for improvement. This is done before the reports are sent out to the parents.

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