

# Our Lady of Mercy Catholic Education Trust



## St Anthony's Girls' Catholic Academy

<b>Policy type:</b>	<b>School</b>
<b>Policy:</b>	<b>Assessment and Recording Policy 2019-2020</b>
Ratified by MAT Directors:	December 2019
Head Teacher signature:	<i>M. Shepherd.</i>
Chair of Directors signature:	<i>Shepherd.</i>
Review Date:	December 2020
Ownership:	M.McDonagh (Deputy Head)

This policy has been developed in line with our Mercy ethos and to take into account statutory obligations and local and national guidance.

## **Rationale**

"Overall the purpose of assessment is to improve standards, not merely measure them,"  
Ofsted 1998.

"The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging pupils to work hard and by encouraging teachers to focus on how to improve the learning of individual pupils,"  
Ofsted 2003.

## **Introduction**

Assessment is a term which encompasses a range of activities, formal and informal, summative and formative.

Summative assessment provides a summary of achievement where as formative assessment or assessment for learning has an impact on teaching, motivation and attainment.

At St Anthony's assessment should motivate pupils and enable them to achieve to the best of their ability.

It is also important that assessment information is accessible to parents/carers and involves them in the process.

## **Philosophy**

- Assessment is intrinsic to the whole curriculum.
- Assessment is closely linked and related to the learning process.

- Assessment provides information about attainment and achievement and is used to recognise pupils' individual strengths and areas for improvement.
- Meaningful assessment influences subsequent learning activities in order to provide more effective teaching and learning.

## Aims

- To improve pupils' learning by identifying individual strengths and areas for improvement in order that appropriate action may be taken.
- To provide information about each pupil for parents, teachers and other agencies.
- To provide continuity between and within year groups and cross phases.

## Why a Whole School Policy?

All Departments have an assessment scheme tailored to the requirements of their subjects. The purpose of our Whole School Policy is to provide a coherent approach to assessment across all subject areas.

## Principles of Assessment, Recording and Reporting

To achieve these aims the school assessment, recording and reporting policy is based upon the following principles:

- **Assessment** should be fundamental to classroom activities and based on clear teaching objectives/planning/identified learning outcomes
- **Assessment for learning** will take account of previous learning. Day to day/week to week ongoing assessments will inform future planning and identify the next steps in pupils' learning. It will involve

oral and written feedback based on specific learning objectives and/or learning outcomes.

Where appropriate pupils should be involved in self and peer assessment and in collaboration with the teacher set curriculum targets for themselves.

- **Assessment of learning** will take account of learning at a specific time (end of unit/topic/term/year) and will be used to inform teachers/parents/pupils about present level of attainment. It includes national measures of performance against which schools are accountable.
- **Record Keeping** - Assessment should be an ongoing process of gathering information about pupil's achievements, and what is recorded should be useful.
- **Reports** should be a summary of a pupil's achievements, personal qualities and interests. They should summarise a pupil's strengths and identify areas for improvement.

## **Assessment**

Teachers at St Anthony's should be constantly monitoring pupil understanding and progress through a variety of approaches including questioning, discussion and observation.

Day to day assessment of all pupil's work at St. Anthony's is performed in line with the School's Marking Policy and will include an element of literacy appropriate to the subject

Pupil's work is assessed regularly and feedback given.

Assessment for Learning principles are applied.

Each term all pupils in the School complete Key Assessments in each of their subjects (see School Calendar for dates).

These Key Assessments provide information on the pupil in terms of their current level of attainment.

This is a:

- National Curriculum sub level at Key Stage 3
- GCSE grade at Key Stage 4
- AS/A2 grade at Key Stage 5.

Individual Progress Statements (IPS) are part of the assessment process. They are attached to each Key Assessment, where possible, and students are encouraged to reflect on their own performance and set personal targets for the improvement.

If a student is absent for the Key Assessment then the teacher provides an estimate relating to their current level of attainment.

### KEY STAGE 3

The school fulfils the statutory requirement to assess the pupils formally at the end of Key Stage 3.

Teacher Assessment of pupil's progress is made at the end of Year 7, 8 and 9. These assessments are made against the level descriptions in the National Curriculum.

Teachers at St Anthony's use their knowledge of a pupil's work to judge which level description best fits a pupil's performance across different contexts.

### KEY STAGE 4 and 5

The pupils are assessed through coursework or controlled assessment completion where required and through completing the examinations/modules for their chosen subjects.

In addition to their Key Assessment grades teachers are also required to award Progress Grades (Teacher Assessment Grades) for each of their students.

### Recording

The recording of this assessment data allows pupil performance to be tracked against their Minimum Target Grade in each subject and suitable intervention strategies to be put in place with under achieving students.

Individual subject teachers are required to keep a record of each student's performance in their Key Assessments and their Progress Grades.

This information is then transferred by the subject teacher to the Whole School's Tracking and Monitoring system (SIMS Assessment Manager).

When teachers record either Key Assessment results or Progress Grades they also have to award an Attitude to Learning Level for each student they teach. This helps to put in context the grades or levels awarded by the teacher.

This policy is reviewed annually by the governing body (autumn term meeting).