

POLICY STATEMENT: ASSESSMENT/RECORDING/REPORTING

RATIONALE

- Assessment is a central part of the learning process: Teachers need to know whether or not the intended learning outcomes are being realised. Teachers need to be able to respond to the needs of their pupils. Learners have the need to know how they are doing if they are to progress further.
- Parents, pupils and other colleagues have a right to expect feedback on the learning process.

PURPOSES

- Assessment should:
 - assist and encourage the pupil to learn more effectively
 - assist the teacher to evaluate and plan courses
 - provide valid and reliable information to interested parties
- Recording systems should:
 - give credit for what a pupil knows, understands and can do
 - contribute to pupil motivation identifying strengths to be built on and weaknesses to be remedied
 - provide information to assist the evaluation of intended learning outcomes
 - provide a rounded picture of pupil achievement for pupils, parents, prospective employers and educational institutions.
- Reporting should:
 - provide a regular and systematic monitoring of progress across the whole curriculum for pupils, parents and tutors
 - provide a focus for pupil/teacher/parent discussions of progress
 - enable referrals for any appropriate action to be taken.

GUIDELINES

- Assessment/Recording/Reporting must reflect current statutory requirements with regard to both delivery of the National Curriculum and reporting to parents as well as the demands of External Examining bodies.
- Each Head of Faculty is responsible for :
 - the effective operation of an assessment programme
 - the design and implementation of a recording format which meets the particular requirements of their courses.

These responsibilities should satisfy the purposes identified above and may be delegated to Heads of Constituent Departments within Faculties where applicable. Written outlines of assessment and recording procedures should be made available to the Senior Management Team.

- Assessment information will contribute to the monitoring of pupil progress so informing planned intervention strategies where relevant. (See separate policies regarding Monitoring and Mentoring produced by the Assistant Headteacher - Assessment Manager.
- Deputy Head Liaison is responsible for co-ordinating the assessment of pupils with regard to special needs, including the statementing of pupils, through the functions of the Liaison and Learning Support Committees.

- Guidelines for reporting to parents are issued each year (October) and are the result of consultations with all Faculties, initiated by the Deputy Head Administration. [During 2003-2004 there will be a substantial revision of the school's reporting at Key Stage 3. The school will change its grading system, moving from the use of normative grades to the use of National Curriculum Levels.]
- For "National Curriculum/Statutory Assessments" see separate Policy Statement.
- The Director of Upper School is responsible for co-ordinating the summative Progress File/ Record of Achievement for pupils aged 16. (Tutors in all years are expected to encourage pupils to keep a record of their Activities/Achievements.)

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