Claverham Community College

Assessment, Recording and Reporting Policy

2018

Approved: M.Whitehead – Chair of Governors'

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1. Aims of the Policy

The College Leadership Team aims to:
- Ensure that all teachers know what is expected of them as regards assessing pupils;
- Support teachers in sharing the process with colleagues;
- Help teachers make well-founded judgements about pupils' attainments and progress;
- Track the attainments and progress of individual pupils and pupil groups over time;
- Provide parents with accurate information about their child's attainments and progress;
- Monitor practice in assessment and the use made of assessment information;
- Collate information that enables the Governing Body to evaluate practice across the school;
- Use assessment information when planning training and the deployment of resources;
- Compare the progress made by different groups of pupils to ensure that no group is disadvantaged.

2. What is the purpose of assessment?

- Build a clear picture of each pupil's skills, knowledge, understanding and approaches to learning;
- Identify each pupil's strengths and the priority areas for their future learning;
- Identify an appropriate curriculum for each pupil;
- Identify "next steps" for each pupil and express these as clear learning objectives;
- Identify the progress made in individual lessons or series of lessons;
- Evaluate the progress that each pupil is making over time;
- Evaluate and improve the teaching strategies used with each pupil;
- Support pupils, where appropriate, to monitor their own learning
- Identify, celebrate and share achievement.
- To show what a student has learned - knowledge, concepts, skills and attitudes;
- To involve the student as a basis for target-setting;
- To inform planning for future teaching and learning – formative assessment, assessment for learning;
- To provide feedback to the school of the effectiveness of the teaching;
- To provide evidence and information for reporting to parents.

3. Assessment is effective when...

- it is integral to the learning process;
- learning objectives are shared with students;
- students know what is being assessed;
- students are involved in self- and peer-assessment and target-setting;
- a range of achievements is assessed;
- it encourages and supports independent learning;

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- regular feedback lets students know how well they are doing and gives them confidence;
- it lets us know whether learning has taken place and informs our future lesson planning;
- it is accurate and valid;
- it is manageable.

4. Common types of assessment include…

- examinations (external and internal)
- end of unit/module test
- short exercises / activities to judge knowledge or understanding
- speaking and listening to students
- planned practical assignments and investigations
- marking written work
- self and peer assessment
- assessment of coursework folders
- diagnostic tests
- assessment of residential/vocational experiences

5. Tracking progress in Years 7 and 8

Baseline Data

1. All subject teachers should have access to:
- Key Stage 2 English, Maths test results
- Key Stage 2 teacher assessments and SATs
- Year 7 CATs standardised scores and forecast KS4 Grades in all subjects
- Forecast grades from Fischer Family Trust data
- Provision Maps (if applicable) + other relevant information (School Based Plans) from the SENCO.

2. This baseline data will enable the setting of an estimated end of Key Stage 4 grade range. Grade ranges can be refined by subject teachers in consultation with the HoS and key stage leader, once we find out more about the students by baseline assessments.

3. Set change decisions will make use of all assessment data available and will be based on a cumulative basis. For example a student who is consistently performing at the top of their set will be considered over a student with a one-off high result. (See setting policy).

Assessing Years 7 and 8 in all National Curriculum subjects

1. National Curriculum subjects must assess students based on relevant and differentiated criteria and show progress towards/within/beyond the grade range.

2. Summative assessments will generate a grade, typically every 6 to 8 weeks. The summative assessment activity (test, extended writing or project etc) must assess the same topic (content) across the year group; this may be through a differentiated/tiered piece of work/test for the year group. The most recent summative assessment result will be entered centrally on SIMs at calendared points in the year and used to inform set change decisions (where appropriate). Teachers will record a grade (9 to 1). This grade will become the 'Attainment' grade in Progress Checks (Assessments).

3. Assessments should show evidence of consistent progress towards/within/beyond the grade range. If assessments show consistent performance beyond the range the teacher and HoS should see the key stage leader to adjust the range.

4. Teacher selections for Attitude to Learning, Behaviour and Homework must be an accurate representation of a student <u>within that assessment period</u>. Sanctions for negative attitude/misbehaviour/ homework issues must have been given, and supported with referrals where appropriate, by subject teachers, HoS and HoH if grade 3 or 4 is the appropriate selection.

Progress checks (Assessments)

1. **These take place three times a year <u>in years 7 and 8.</u>** In addition a more detailed report will be produced once a year. There will also be an end of year assessment to include the end of year exam results.

2. On each progress check the following are recorded:

Attainment – most recent result from an assessed piece of work/test/project etc. (Summative Assessment) This must be a 9 to 1 grade.

Achievement* – teachers professional opinion on how a student is achieving/working **in lessons**

Homework* – approach to completing homework and the extent to which the homework is meeting expectations.

Attitude to Learning* – approach to their learning and the types of attitude students display.

Behaviour* – how well students behave in class.

*All of these categories will be assessed using the four-point system:
(1 – Outstanding, 2 –Good, 3 – Needs to Improve, 4 - Poor)

Progress will be calculated by comparing a students' attainment grade against their projected outcome and/or their previous assessment.

1. The results of the progress checks will be held centrally on the school's Management Information System which will generate information for individual pupils, classes, tutor groups or year/house groups.

2. During Tutor Time, students need to look at their assessment in the self-assessment pages in their diary and reflect on their progress by completing the strengths and areas for improvement table. Form Tutors should discuss assessments with all of their tutees after each assessment (see 'following each progress check below).

3. At the <u>End of Year 7 & 8</u> Assessment 4 will consist of:

Exam result - the exam result (9 to 1). Subjects that do not have a summer exam do not enter data into this column.

Attainment - a grade (9 to 1) to show the attainment across the year.

Attitude to Learning

Behaviour

Year 7/ 8 Assessment Report Example:

Subject	Projected Outcome	Current Attainment	Overall Achievement	Attitude to Learning	Homework	Behaviour	Set	Teacher
Art	7-5	5	Outstanding	Outstanding	Outstanding	Outstanding	Mixed Ability	Mrs Nekounam
Classics	8-6	7	Good	Outstanding	N/A	Outstanding	1 out of 4	Ms Parkin
Design Technology	8-6	8	Outstanding	Outstanding	Good	Outstanding	Mixed Ability	
English	8-6	5	Outstanding	Outstanding	Outstanding	Outstanding	1 out of 6	Miss Parkinson
Food Technology	9-7							Mrs Surrage
French	9-7	9	Outstanding	Outstanding	Outstanding	Outstanding	1 out of 5	Mrs Atherall
Geography	9-7	7	Good	Outstanding	Outstanding	Outstanding	1 out of 5	Mrs Buckland
History	9-7	8	Outstanding	Outstanding	Outstanding	Outstanding	1 out of 5	Miss Lytton
ICT	9-7	8	Outstanding	Outstanding	Good	Outstanding	1 out of 5	Ms Adie
Mathematics	8-6	8	Outstanding	Outstanding	Outstanding	Outstanding	1 out of 5	Mrs Piper
Music	9-7	8	Outstanding	Outstanding	Good	Outstanding	1 out of 5	Miss Wright
Physical Education (Gymnastics)	7-5	6	Outstanding	Outstanding	N/A	Outstanding	3 out of 5	Various P.E. Teachers
Religious Studies	9-7	9	Outstanding	Outstanding	Outstanding	Outstanding	1 out of 5	Miss Berridge
Science	8-6	7	Outstanding	Outstanding	Outstanding	Outstanding	1 out of 5	Mrs Khan
Spanish	9-7	9	Outstanding	Outstanding	Outstanding	Outstanding	1 out of 4	Miss Moran-Luaces

Following each progress check...

1. The data can be analysed for an individual, subject area, tutor group or whole year/house basis using Subject and House trackers. However, it is the tutor who obtains the overview (tutor summary sheet) of progress for each student's subjects. Students who are not meeting their targets should be identified by class teachers and subject leaders so that appropriate action can be taken.

2. Reviews with individual students should allow students to monitor progress against targets and to set future targets for improvement. The tutor needs to assist the students to reflect upon their assessments, which will be stuck in their diaries four times a year. Strengths and areas to improve need to be identified and used as a tool to assist the student to make progress. It is the skill of the form tutor to identify short and long term trends and help the student to aspire to improve.

3. One of the following may take place:

- form tutor/student interview / review;
- meeting of form tutor with parent/student;
- meeting of form tutor with parent and student;
- parents' evening with all subject teachers;
- full annual report

Assessing Year 9

Core Subjects and Subjects that Start GCSE Courses in Y9 (Maths, English, Science and RS)
These subjects should use the assessment procedures used at KS4.

1.   On each progress check the following are recorded:
Current Attainment – most recent result from a summative assessment -   piece of work/test/project etc. (Summative Assessment).

Likely Outcome – a GCSE (or other qualification) grade that the student is *most likely to achieve* by the *end* of the GCSE course, **based on their *current progress***.

Attitude to Learning* – approach to their learning and the types of attitude students display.

Behaviour* – how well the students behave and the impact behaviour has on learning.

Homework* – approach to completing homework and the extent to which the homework/controlled assessment (if appropriate) is meeting expectations

* These categories will be assessed using a four point system

(1- Outstanding, 2- Good, 3- Needs to improve, 4- Poor)

2. The results of the progress checks will be held centrally on the school's Management Information System which will generate information for individual pupils, classes, tutor groups or year/house groups.

3. Students need to look at assessments in the target/assessment page in their diary and reflect on their progress.

All Other Subjects in Year 9

These subjects should continue with the assessment procedures used for Years 7 & 8.

Attainment – most recent result from an assessed piece of work/test/project etc. (Summative Assessment) This must be a 9 to 1 grade.

Achievement* – teachers professional opinion on how a student is working **in lessons.**

Homework* - approach to completing homework and the extent to which the homework is meeting expectations.

Attitude to Learning* - approach to their learning and the types of attitude students display.

Behaviour* – how well the students behave and the impact behaviour has on learning.

*All of these categories will be assessed using the four-point system:

(1 – Outstanding, 2 –Good, 3 – Needs to Improve, 4 - Poor)

Progress will be calculated by comparing a students' attainment grade against their projected outcome and/or their previous assessment.

Year 9 Assessment Report Example:

Subject	Target	Current Attainment	Likely Outcome	Attitude to Learning	Homework	Behaviour	Set	Teacher
English	7	6	7	Good	Good	Good	2 out of 10	Mrs Hardy
Mathematics	8	7	7	Good	Good	Good	2 out of 10	Mr Trangmar
Science	7	7	8	Outstanding	Outstanding	Outstanding	3 out of 10	Mr Beard
Religious Studies	7	5	7	Needs to Improve	Good	Needs to Improve	1 out of 5	Miss Gough

Subject	Projected Outcome	Current Attainment	Overall Achievement	Attitude to Learning	Homework	Behaviour	Set	Teacher
Art	8-6	6	Good	Outstanding	Good	Good	Mixed Ability	Miss Antill
Design Technology	7-5	5	Needs to Improve	Needs to Improve	Poor	Needs to Improve	Mixed Ability	Miss Green
French	8-6	7	Good	Good	Good	Good	Not Set	Mr Barnes
Geography	9-7	8	Good	Outstanding	Good	Outstanding	1 out of 5	Miss Kent
History	9-7	8	Good	Outstanding	Outstanding	Outstanding	1 out of 5	Mr Davis
ICT	9-7	8	Good	Good	Good	Good	1 out of 5	Mr Page
Latin	9-7	7	Needs to Improve	Good	Needs to Improve	Outstanding	Not Set	Mrs Hardy
Music	8-6	7	Outstanding	Outstanding	Outstanding	Outstanding	1 out of 5	Mr Di Girolamo
Physical Education (Dance)	6-4	6	Outstanding	Outstanding	N/A	Outstanding	Mixed Ability	Various staff depending on activities taken
Spanish	8-6	9	Outstanding	Outstanding	Outstanding	Outstanding	1 out of 4	Miss Moran-Luaces

6. Tracking progress at KS4

Baseline Data

1. All subject teachers should have access to:
• Key Stage 3 teacher assessments;
• Forecast GCSE grades from Fisher Family Trust data in a range of subjects;
• Provision maps (if applicable) + other relevant information (school based plans) from the SENCO.

2. This baseline data will enable the setting of end-of-KS4 GCSE '**Projected Outcome**' grades which will be provided in consultation with staff.

Assessing Key Stage 4 subjects

1. National Curriculum subjects assess students using grades based on the relevant criteria.
2. In year 10 using grades 9 to 1
3. In year 11, all subjects use new GCSE grading (Numbers 9-1) except for ICT which continue with A* - G.
4. As a guideline, Summative assessments will generate a grade typicall every 6 to 8 weeks. **(Please see Marking Policy for individual subject details).**

Progress checks

1. These may take place three times in year 10 and three times in year 11. A more detailed report will be produced once a year.

2. On each progress check the following are recorded:

Current Attainment – most recent result from an assessed piece of work/test/project etc. (Summative Assessment).

Likely Outcome – a GCSE (or other qualification) grade (where applicable) that the student is most likely to achieve by the end of the GCSE course, based on their current progress.

Attitude to Learning* - approach to their learning and the types of attitude students display

Behaviour* – how well the students behave and the impact behaviour has on learning.

Homework* – approach to completing homework and the extent to which the homework/controlled assessment is meeting expectations

* These categories will be assessed using a four point system.

(1- Outstanding, 2- Good, 3- Needs to improve, 4- Poor)

3. The results of the progress checks will be held centrally on the school's Management Information System which will generate information for individual pupils, classes, tutor groups or year/house groups.

4. Students need to look at assessments in the target/assessment page in their diary and reflect on their progress.

Year 11 Assessment Report Example:

Subject	Target Grade	Current Attainment	Likely Outcome	Attitude to Learning	Homework	Behaviour	Set	Teacher
Biology	B	C	B	Outstanding	Good	Outstanding	1 out of 10	Mr Lochan-Grimer
Chemistry	B	B	B	Good	Good	Outstanding	1 out of 10	Mrs Khan
Computing	A	A	A	Outstanding	Good	Outstanding	Not Set	Mr Vincent
Design Technology (Product Design)	B	D	C	Needs to Improve	Outstanding	Outstanding	Mixed Ability	Miss Green
English	6	5	6	Outstanding	Outstanding	Outstanding	5 out of 10	Miss Parkinson
Geography	A	B	A	Good	Good	Outstanding	1 out of 2	Miss Kent
German	C	B	B	Outstanding	Outstanding	Outstanding	1 out of 2	Mrs Atherall
Mathematics	6	5	6	Good	Good	Good	3 out of 10	Mr Trangmar
Physics	B	C	B	Outstanding	Outstanding	Outstanding	1 out of 10	Mr Page
Physical Education	N/A	Average	N/A	Good	N/A	Good	Not Set	Various P.E. Staff

Following each progress check…

1. The data can be analysed on an individual, subject area, tutor group or whole year/house basis using Subject and House trackers. However, it is the tutor who obtains the overview (tutor summary sheet) of progress for each student's subjects. Students who are not meeting their targets should be identified by class teachers and subject leaders so that appropriate action can be taken. HOS must inform the Teaching and Learning KS4 leader of underachievement

2. Reviews with individual students should allow students to monitor progress against targets and to set future targets for improvement. The tutor needs to assist the students to reflect upon their assessments, which will be stuck in their Diaries four times a year. Strengths and areas to improve need to be identified and used as a tool to assist the student to make progress. It is the responsibility and duty of the form tutor to identify short and long term trends and help the student to aspire to improve.

3. One of the following may take place:

- form tutor/student interview / review;

- meeting of form tutor with parent/student;

- parents' evening with all subject teachers;

At the end of year 11…

The final grade will be entered into the school's network so that subject leaders can compare target grades with actual grades.

7. Marking Policy

At Claverham marking for improvement is made of four constituent parts:

- Acknowledgment Marking – checking that work has been completed and that there are no obvious mistakes that need correcting
- Quality Teacher Marking –SIR Marking
- Quality marking by students – peer and self-assessment
- Marking for literacy

1. Acknowledgment Marking.

Light touch/checking marking – in all work (except SIR Marking) in order to support the giving of quality feedback at key points in the learning process, other work should be marked in less detail. Light touch marking will develop the skills of peer and self-assessment, and will stand along-side whole class and teacher led marking of more closed tasks, class notes and exercises. Teachers will acknowledge such work variously through the use of ticks or corrections and/or brief attainment based comments. Teachers are encouraged to complete this within lessons.

2. Quality Teacher Marking.

Quality teacher marking for improvement will be used by all staff to improve the rate of progress and the level of attainment achieved by all students.   At Claverham quality teacher marking requires teachers to identify strengths, areas to improve and ensure a student response to their feedback (SIR). Teachers will assess a specified piece of work/test/project etc. agreed for a year group in that subject area.

S - positive comment which relates to the learning objectives /success criteria
  - second positive comment which relates to the learning objective / success criteria
I - one area where the success criteria was not met / or a suggestion /question to encourage further thinking.
The strengths and next steps should relate to the success criteria set for the assessed piece of work.
R - a quality student response to the feedback

3. Peer and self-assessment

This can be useful activity if done where students have been taught to do this. Students can be trained to use the SIR system against clear and agreed success criteria. Opportunities should be built into the scheme of work to allow for peer and self-assessment. This should allow students to gain a better understanding of where they are, where you need to be and what they need to do to get there. This could be done in a different coloured pen to highlight it is a student marking and not a teacher marking.

4. Marking for literacy

You will not be expected to mark/correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected. NB: Some subjects may correct spellings that are subject specific rather than all spelling errors. In the lower school, or for less able pupils, it will be necessary to write the correct version for the pupil. As pupils gain confidence and knowledge, they should be able to identify and correct their own mistakes. Marking for literacy will be a particular focus when SIR Marking (Quality Teacher Marking).

CORRECTING SPELLING ERRORS

- Spelling errors should be indicated above the word with an 'Sp' code (when appropriate) and the word underlined.
- Generally, the teacher will allow time, either in a lesson or as part of homework, for students to correct underlined spelling errors themselves- re-writing them in the margin twice to reinforce understanding.
    - It is recognised that in subjects where students are learning to write in a foreign language, it may be more appropriate for teachers to correct spelling errors.
- In a long piece of work, it may not always be appropriate for every spelling error in a piece of writing to be corrected, particularly for lower ability children
    - Corrections may be limited to subject specific key words and words it is felt students 'ought' to know.
    - If preferred in a long piece, staff can identify one paragraph of writing to mark for literacy- This can be shown with a line down the side of the paragraph and **LITMARKED** in the margin at the top of said section.
- Teaching staff should remain sensitively aware when correcting the work of students with a Specific Learning Disability, in line with the guidelines in their EHC plan.
- Departments should devise their own spelling correction strategies. It is suggested that students correct spellings in the back of their exercise books or in the dictionary pages of their planners.

CORRECTING GRAMMAR AND PUNCTUATION

- Punctuation and grammar errors should be indicated in the margin with a p/g code (when appropriate) and the phrase underlined.
- It is recognised that where students are learning a foreign language, punctuation and grammar correction will necessarily be more detailed than in other subjects, and that language teachers may need to use a wider range of codes and marking for literacy strategies.

MARKING CODE

Margin	In the text	Meaning of code
	√	Good point or expression (either in margin or text)
	√√	Very good point or expression (either in margin or text)
	//	Paragraphing error
Student to re-write x2	**Sp** beleive	Spelling error (word underlined)
	p/g I should of	Punctuation or grammar error (phrase underlined)
Student to re-write word	R^bbit	Word or letter missing
?	He jumped **off of** the table	Unclear meaning / clumsy expression

Subject specific marking for literacy codes may be used alongside the above, or necessary adjustments to the above code can be made, e.g. for pieces of work where there is no margin.

It matters where the mark is:

- Within the line relates to the specific word or phrase beneath it

- For spelling mistakes, the margin needs to be clear for students to correct them

- Against a vertical pen line means you can find it in the section

- At the end means it is a problem throughout

These basic principles will form the basis of all subject marking policies.

In addition

- Frequency of Quality Teacher Marking (SIR Marking)

The frequency of marking for improvement is in proportion to the number of lessons taught per fortnight. The minimum expectation for marking for improvement is as per the table below:

Key Stage 3:

English	at least twice a half-term
Maths	at least twice a half-term
Science	at least twice a half-term
French	at least once a half-term
Spanish/German	at least once a half-term
ICT	at least once a half-term
Drama	at least once a half-term
History	at least once a half-term
Philosophy, RS & Ethics	at least once a half-term
Geography	at least once a half-term
Design Technology	at least once a half-term
Food Technology	at least once a half-term
Art	at least once a half-term
Music	at least once a half-term
PE	at least once a half-term

Key Stage 4:

All core subjects	at least twice a half-term
All option subjects	at least twice a half-term

- Summative Assessments will generate a grade, typically every 6 to 8 weeks. The summative assessment activity (test, extended writing or project etc.) must be a differentiated piece of work for the year group that examines the same content/topic. These regular assessments will provide students with an idea of their attainment. The assessments could be tests, exercises, projects etc. Grades reported to pupils and parents reflect the grade achieved.

- Marking must be monitored by subject leaders and will be part of the work scrutiny cycle.

- Priority will be given to marking work by Disadvantaged Students first.

- The specific assessed piece of work needs to be completed by the whole year group. It can be tiered and / or differentiated according to ability. This must be consistently applied by all staff across the subject. The grade must be generated by criteria either from a GCSE specification or 9-1 success criteria statements at KS3.

- Students need to understand the assessment criteria for the work they are doing. They should know what a grade means and what they have to do to progress to the next grade.

- Teachers will write on the work / feedback sheet the relevant grades for Key Stage 3 (9 to 1) or GCSE grades for KS4 courses.
    - If a grade is not relevant for the piece of work, comments must be written. The marks and teacher comments need to be entered directly onto the students' work / feedback sheet or into their 'Assessment Book'. The assessment information /assessment booklets must be available at all times and therefore remain in the classroom and not taken home.
    - In order to maintain consistency within and between all subjects, please do not use other grading systems.
- Teachers are not expected to put a grade on every piece of work.
- Teachers are not expected to mark every piece of work completed by every student in every lesson only those pieces of summative assessments identified as the formally assessed pieces of work.
- Each piece of work marked must contain legible comments. Comments will be made and they will include:
    - A comment of praise/encouragement
    - A positive comment stating what has been achieved, in the work, to secure the level gained (**S**trengths)
    - A target for improvement showing how the student could improve the work and/or move to the next level/grade (**I**mprovements). As much as possible a question should be included that students have to respond to.
    - Pupils must add a comment in **R**esponse to the teacher comments/question within two lessons after receiving their SIR assessment.
  Example:
    - *S – well done you have referred to the evidence and specific facts in your conclusion*
    - *I – How would key terms help your answer?*
    - *R – To be a grade 5 I need to add more key words in my answers.*

8. Homework

Acknowledgment Marking and Marking of literacy will be used to mark / assess h/wk. The frequency of h/wk set is as follows:

Key Stage 3

English	2 pieces of homework per fortnight
Maths	2 to 4 pieces of homework per fortnight
Science	2 pieces of homework per fortnight
French	1 piece of homework per fortnight
Spanish/German	1 piece of homework per fortnight
ICT	1 piece of homework per fortnight
History	1 piece of homework per fortnight
Philosophy, RS & Ethics	1 piece of homework per fortnight
Geography	1 piece of homework per fortnight
Design Technology	1 piece of homework per fortnight
Food Technology	1 piece of homework per fortnight
Art	1 piece of homework per fortnight
Music	1 piece of homework per fortnight

Key Stage 4

All subjects must set a minimum of 1 piece of homework per week.

Monitoring and Evaluation

Monitoring and evaluation of the marking policy will be carried out by Heads of Subject and Line Manager periodically throughout the year through:

- work scrutiny
- observations
- line management meetings
- target setting analysis
- meeting minutes
- pupil voice surveys
- Department Reviews
- Governor visits

9. Assessment, Recording and Reporting: Responsibilities

The Subject Teacher is responsible for ensuring that:

- the school's principles for assessment inform his/her practice change to planning, teaching and learning.
- formative assessment is an integral part of lesson planning and the learning process.
- students know the criteria for assessment and what is needed to progress.
- students' work is marked according to the school's marking policy.

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- summative assessment is undertaken, including progress checks, reports estimated GCSE grades and other external accreditations. Calendar deadlines for inputting data are met.
- baseline assessment data is used to inform teaching and learning and to set target levels and
  grades.
- a record of assessments is kept and is available for monitoring.
- analysis of performance data is undertaken and used to inform practice.
- students enter assessment grades into their diary.

The Head of Subject is responsible for ensuring that their staff adhere to all of the above.

The Form Tutor is responsible for ensuring that:
- the progress of individual students across their school subjects is monitored in relation to the tutor group.
- students are assisted in recognising their own strengths and weaknesses by involving them in reviewing their progress.
- students are assisted in target-setting.
- concerns about individual students are communicated to the relevant subject teachers and subject leaders in liaison with the Head of House.
- the Head of House is informed about students under-achieving in specific subjects.
- students are encouraged to maintain a collection of evidence of achievement.
- positive references to personal achievements, qualities and attitudes are used in the reporting practice.
- in liaison with the Head of House, the quality of subject reports is monitored.
- where applicable and appropriate, communications take place directly with parents about their children's progress as recorded in the Progress File, progress checks and individual reports.

The Head of House is responsible for ensuring that:
- tutor time contribute towards the assessment, recording and reporting policy.
- the contribution of the form tutors to assessment, recording and reporting is managed and monitored.
- information about under-achieving students is obtained from form tutors.
- issues from form tutors relating to attainment in specific subjects are fed back to the relevant subject leaders.
- an overview of student attainment in each year group is discussed with the appointed Line Manager following progress checks. This will include comparisons with target grades and with previous years.
- reports and records of achievement are produced and returned on time and the quality of reports is monitored.
- the identification of students for achievement awards is managed.
- meetings with parents are managed and the form tutors and subject leaders are supported as appropriate.

The Senior Leadership Team is responsible for ensuring that:

- the Assessment, Recording & Reporting Policy is implemented and its effectiveness monitored.
- the Policy is reviewed annually for presentation to the Governing Body.
- an annual Assessment Calendar is produced in consultation with relevant staff.
- the quality of reporting is monitored.
- an overview of student attainment in each House is discussed with the Heads of House following progress checks. Issues relating to individual subjects are discussed with the relevant subject leaders.
- Relevant summary information from progress checks and reports is distributed to staff.

Reviewed	Interim review date	Final Review date	Responsible
July 2018	June 2018	July 2018	T Smith