



Assessment Monitoring and Reporting Policy

Policy No:HUS062

Edition 2: June 2017

Approved By: Governing Body (Edition 1)

Document Control		
Edition	Issued	Changes from previous
1	20/4/17	<ul style="list-style-type: none"> New policy
2	07/06/17	<ul style="list-style-type: none"> Minor update to moderation of assessment marking (internal review only)
		<ul style="list-style-type: none">
		<ul style="list-style-type: none">
		<ul style="list-style-type: none">
		<ul style="list-style-type: none">

Policies/Documents referred to in this policy	Post holders/Persons named in this policy
Literacy Policy Marking, Feedback and Assessment policy	

Review Frequency: 3 years
 Next Review: March 2020

Rationale

The aim of this policy is to ensure an effective, consistent whole school approach to assessment, monitoring and reporting whilst ensuring it is manageable for all concerned.

Introduction

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning. Effective assessment of student performance, consistent and manageable recording procedures and meaningful reporting of outcomes are needed as an integral part of every course.

In order for students to make rapid and sustained progress Harlington staff will ensure that:

- **Regular assessment is performed so that lessons can be appropriately planned to meet the needs of the student.**
- **Progress within assessments is recorded and monitored. This includes summative and formative assessment opportunities.**
- **Students receive this information, are given detailed expert feedback on how to improve and then have the opportunity to act upon this feedback.**
- **Students are set challenging targets which ensure the very highest performance is expected.**
- **Parents are provided with key information throughout the year which allows parents/carers to become fully involved in the learning process.**

Policy responsibilities

This policy can only be implemented effectively if all staff are committed to making a contribution at both individual and group level.

The **Governing body** will ensure:

- The Headteacher team is leading the staff body effectively in order to provide all stakeholders with the best possible experience.

The **Headteacher team** will ensure:

- The promotion of positive assessment strategies and systems at school level e.g. commendation of individuals and groups; effective methods of data collection, collation and transfer.
- That monitoring and review procedures are carried out effectively on a regular basis.
- The accuracy of assessment is reviewed and evaluated. They will strive for assessments to give an accurate representation of student performance.
- Parents and outside agencies have access to periodic summative assessments in a form that is easily interpreted.
- Monitoring procedures are developed, in line with the School Policy, to cover the collection of assessment data for use by tutor teams within the school and the production of reports to parents and other outside agencies.
- Student's progress in learning can be tracked and evaluated against measures of expected progress.
- Targets are moderated and represent an appropriate level of challenge.

Department Leaders will ensure:

- Formative assessments are included in schemes of work and will take place as necessary to help assess the progress of students.
- That summative assessment is rigorous and is representative of the terminal exams students will sit at the end of year or course.
- Any assessment which is scheduled within schemes of work is completed.
- All assessments are recorded either centrally or within a department tracking document.
- They evaluate the effectiveness of assessment within their departments and make amendments when assessments do not give an accurate representation of student performance.
- Assessment processes are supportive of students with SEN and the Gifted, Talented and More Able.
- When student performance is more than one grade below expected performance, intervention methods are put in place.
- Students know what is expected of them and that they are able to interpret assessments of their work in a meaningful way.
- The moderation of assessment marking will take place throughout the year and will be in line with JCQ and BCS guidelines, including internal verification procedures. All new BCS invigilators will be observed during their first test session and annually thereafter to ensure assessment regulations are being followed. Existing invigilators will be observed conducting an assessment at least once a year

Teachers will ensure:

- They are fully conversant with the purposes and techniques employed in assessment for learning (formative assessment) and assessment of learning (summative assessment).
- Students receive regular assessment feedback and be helped to use this to set themselves learning targets.
- They implement departmental programmes of study within the classroom in a way which ensures that assessment is fair, valid and reliable. Assessment must inform the learning programmes of the group as a whole and also of individuals within the group.
- They maintain proper records of assessment and provide information for departmental and central records and for reporting processes promptly and accurately.
- They become familiar with the systems for recording student attainment and for reporting progress to parents.
- They learn how to interpret data about previous performance and potential and to set achievement targets accordingly.
- That the marking of students' assessment work takes into account the presentation, spelling, punctuation and grammar whilst also suggesting improvements in line with the literacy policy.
- Assessment criteria are shared with students so they understand how their work will be judged and where possible, students should be involved in assessment processes, and in planning for improvement that follows. This includes self-evaluation and peer-assessment.
- There is an emphasis on the recognition of positive achievement in all areas of school life.
- Feedback on performance in assessments is provided in line with the department marking and feedback policy.

Students will ensure:

- They prepare fully for assessments throughout the year.
- They act on feedback and guidance provided by teaching staff following on from assessments.
- They engage in an ongoing dialogue regarding their progress with staff after assessment points.