



# Assessment, Reporting and Recording Policy

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**EBN Trust**

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<b>Created:</b>	<b>Sept 15</b>	
<b>Reviewed:</b>	<b>Sept 15</b>	
<b>Ratified:</b>		<b>Signed:</b> <i>J. B. Farrell</i>

## **Purpose**

It is the aim of all academies within the EBN Trust that students to 'learn to achieve'. The purpose of this policy is to:

- Help teachers to help students to take the next steps in their learning
- Help students to help each other to take the next steps in their learning
- Help students help themselves to take the next steps in their learning.
- Help inform parents of students' progress
- Help facilitate accurate grades and levels for the reporting process
- Help teachers to review teaching methods, content and student understanding
- Help to acknowledge and celebrate student achievement and efforts

## **Standards**

At EBN ACADEMIES teachers agree to:

- Identify assessment success criteria in learning objectives
- Have high expectations of and value each student
- Identify performance levels/grades
- Provide feedback which allows students to recognise what they need to do to reach the next level/higher grade at GCSE, BTEC or other vocational qualification.
- Regularly mark books/portfolios at least fortnightly and in the case of the core subjects once a week
- Indicate in books the level/grade the students are working at. Provide parents with two progress reports and one written summative report each academic year.
- Mark all written work in line with the marking policy
- Provide students with an accurate record of their learning
- Encourage neat and well-ordered presentation
- Grade or level all written work
- Provide a six weekly working at grade or level clearly indicated in students books

## **Monitoring, Evaluation and Review**

- Monitoring of this policy document will be conducted annually by SLT and governors to ensure compliance with the above. Monitoring of practice against this policy will be done by Curriculum Leaders sampling marking across their departments regularly and at least once every six weeks. Results should be briefly reported to link member by SLT.
- More consistent grading and the use of target-setting give the Personal coach a role in discussing with students how well each is working and targets for improvement. This should be recorded in each students learning passport.
- This policy and its operation will be reviewed annually.

At all academies within the EBN Trust we want students to 'Learn to Achieve' and we believe that assessment for learning is at the heart of good teaching and learning. All academies within the EBN Trust believe that assessment for learning is an integral part of our teaching and learning policy for the following reasons:

- It helps teachers to help students to take the next steps in their learning
- It helps students to help each other to take the next steps in their learning
- It helps students help themselves to take the next steps in their learning

Assessment for learning has been defined as:

**'the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there'.**

***Assessment for learning: 10 principles, Assessment Reform Group, 2002.***

All academies within the EBN Trust will ensure three forms of assessment:

- **Summative:** to summarise the progress and attainment of an individual and to focus on what is known, understood and can be done
- **Formative:** to provide information that will assist in the planning of the next steps of a pupil's education
- **Diagnostic:** to use prior attainment information provided by reading ages to set challenge grades/levels
- At all academies within the EBN Trust, assessment will be guided by the principles of assessment for learning.

This will be used by **students** at both key stages to enable them to:

- Be aware of the bigger picture of learning
- Identify performance levels/grades.
- Identify assessment success criteria in learning objectives, which will be shared in partnership between teachers and students
- Be informed of achievement and future targets for improvement
- Be included in a culture of high expectations where each child is valued.
- Reinforce literacy and numeracy targets
- Know and recognise the standards they are aiming for
- Be provided with feedback which will allow students to recognise what they need to do to reach the next level/higher grade at GCSE, BTEC or relevant vocational qualification.
- Reflect with their teacher on assessment data that is available such as reading/spelling ages, KS2 results, previous benchmarking activities.
- Be involved in peer and self-assessment

Assessments for learning will be used by **teachers** to:

- Identify assessment success criteria in learning objectives, which will be shared in partnership between teachers and students

- Inform teachers future planning so that appropriate teaching and learning styles are used thus enabling all students to achieve their challenge grades/levels
- Allow teachers to continually assess students' progress by identifying opportunities in schemes of learning and in lesson planning where assessment for learning will benefit student progress
- Enable all teachers to include students in a culture of high expectations
- Reinforce literacy, numeracy and oral targets across the whole school
- Inform the writing of a summative report at the end of each academic year
- Inform the work of interim reports for use during academic monitoring
- Inform the use of IEPs and PSPs

Through marking and the academic tutoring process assessment for learning will inform **parents:**

- Of the progress made by their son/daughter throughout the academic year
- Of the strengths of their child and their targets for improvement
- Of the information needed to enable them to engage in meaningful discussions with their child about their academic progress, thus involving them in the learning process

**Marking/Feedback**

*Please refer to Marking Policy.*

**Reporting to Parents**

As part of our assessment policy parents can expect to review a report about the academic achievements of their son/daughter three times a year. Two of these reports are progress reports, which will compare current student performance to the potential of the student. One progress report is sent home in the autumn, and one in the spring term. These progress reports are linked to the academic days and will be used to inform the dialogue between student and tutor with regards to their academic progress.

One written summative report will be sent home in the summer term and will provide a detailed summary of the progress that students have made and a subject specific target for improvement.

**Signed:.....(Chair)**

**Date:.....**