



ST MARY'S
CATHOLIC SCHOOL

D1 Assessment and Recording Policy

Assessment

The purposes of regular assessment of pupils' work are to:

- a. Highlight individual pupil's strengths and weaknesses so that corrective measures may be taken and targets set, so that staff and pupils may plan the next stages of learning.
- b. Support the monitoring of pupil progress and study and allow teachers to comply with the school's monitoring procedures.
- c. Highlight whole group weaknesses so that teaching staff may review teaching strategies.
- d. Provide a cumulative record of pupil achievement against published criteria (where these exist).
- e. Provide a summative record of a pupil or group of pupils at a particular point in time.
- f. Make judgements on pupils' suitability to courses, sets and/or examinations.
- g. Provide feedback to students, parents and to school management.

All departments must develop practices for assessment in line with the above principles.

Departmental assessment policies must be in line with the following whole school framework:

Assessing Pupil Work

Pupils work will be assessed against published criteria (where these exist) at regular intervals during the course of each year (e.g. half-termly) or at the end of each unit of work. This can be in the form of written work, oral work, investigative project or extended project. These assessments should supplement the results of examinations (where these have been completed).

Departments must ensure, wherever it is reasonably possible, that assessment is consistent, i.e. assessment should be regularly moderated within the department. Structured time will be provided for the moderation of assessment – see 'Work Scrutiny' on school calendar

Pupils should have an opportunity to evaluate their work. This can be achieved through self and/or peer assessment conducted before the teacher completes their assessment of the work

Staff must be satisfied that work produced for an assessment is the pupil's own work. Wherever possible work produced by the pupil for assessment should be kept as evidence.

Marking

There is a clear, whole school policy on Marking.

Departments should have their own policies in accordance with school policy.

Recording

All departments must have a clear method for record keeping which has been agreed by all members of the department and is laid out in departmental documentation. Such methods must be in line with the following whole school policy -



ST MARY'S
CATHOLIC SCHOOL

- Grades/marks awarded by staff after routine marking must be recorded by staff along with the date on which the work was set. These records must be retained for at least the academic year in which the pupil is working.
- Details of homework set (e.g. textbook, page number, title, etc.) must be recorded by staff.

Assessment Points:

Although assessment and monitoring is an on-going task, all teachers will be required to report on pupil progress at specific times in the year (referred to as 'Assessment Points' and labelled as AP1, AP2, etc). The information reported may vary depending on the year group and time of year but will normally consist of:

- A judgement on the student's 'Attitude to Learning' (A2L)
- An assessment of the student's 'Current Working Grade' (CWG)

The data reported by teachers will be collated by the Data Manager and shared as follows:

- Students receive a hard-copy 'Assessment Report' during a PSHEE session
- Parents received a digital-copy 'Assessment Report' on the same day as the PSHEE session
- Subject Leaders and Learning Coordinators will receive reports that enable them to quickly respond to areas requiring development, or students requiring support.
- SLT receive access to all data as well as summary reports produced by the Data Manager
- All staff have access to the data through the data management system

Student Data and Targets

Targets will be developed for all students using a variety of data, which may include, but is not limited to KS2 SATS results and GCSE Results. Wherever possible data will be compared with nationally available benchmarks to ensure targets are robust and reflect current trends. Targets will be shared with teachers, staff and parents.

Internal Exams

School examinations are taken annually in all subjects in all years. Wherever possible these examinations should cover, at a minimum, the work done during the course of the year so that long-term retention can be assessed. Internal exams help teachers to assess student progress, as well as helping students to prepare for public exams. Wherever possible internal exams will mimic closely the expectations of public exams.

Review

Governor Committee: School Education Committee

Date of review: November 2023

Next Review Date: November 2024