

# **COGNITA**

## **Assessment, Recording, Tracking of Pupils Progress and Reporting Policy**

**ELIS Villamartín**

**2018- 19**

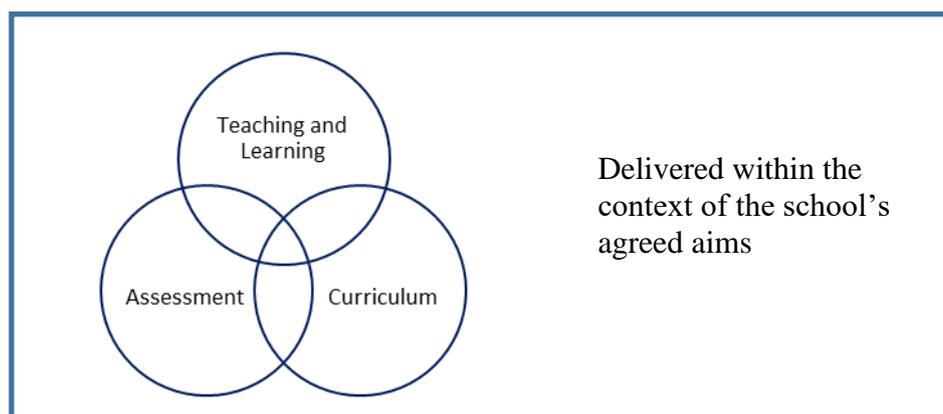
# Assessment, Recording, Tracking of Pupil Progress and Reporting Policy 2018-19

## Introduction

This policy explains the El Limonar International School Villamartín whole school approach to assessment, recording, tracking and reporting and should be regarded as a framework for policy and procedural development by each Head of School, Key Stage/Subject/Section Coordinator and every teacher. This policy outlines the roles of both assessment for learning (AfL) and assessment of learning (AoL) at our school.

The main aim of assessment is to contribute to the educational process which helps all pupils become better learners and more confident people. We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better and thus achievement is raised. This allows us to base our lesson planning on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Assessment should support and motivate the learner. It should allow achievement and progress to be demonstrated, recognised and celebrated. Feedback from assessment should always be given. Effective assessment practice is part of a whole school pedagogy informed by the effective implementation of:



**Assessment, Recording, Tracking and Reporting procedures at ELIS Villamartín are areas that are seeing significant development between 2017 and 2019. The main focusses for ongoing development are:**

- Assessment for Learning (AfL) and non-exam formative assessment will continue to be developed through staff continued professional development;
- Assessment and recording of academic progress has been, and will continue to be, developed by Heads of School to combine new UK curriculum requirements with the traditional Spanish grading system;

- Reports and reporting formats will continue to be developed throughout the current academic year and beyond;
- The development and standardisation of formal procedures for tracking pupils' attainment and progress is a key priority during the academic year 2018-19: This development will be consolidated and further extended in subsequent years in order for all pupils' progress to be monitored and for staff to be able to set formal individual targets for improvement as well as accurate predicted grades. There will be a significant focus on the planning, implementation and evaluation of individual student support and intervention where required.

### **Aims and Objectives**

Assessment, recording, tracking and reporting should:

- ✓ Offer pupils an opportunity to show what they know, understand and can do.
- ✓ Help pupils to understand what they can do and what they need to develop.
- ✓ Help teachers to identify children who have additional learning needs.
- ✓ Help teachers to identify children who may need extension tasks and further challenge.
- ✓ Recognise that the academic curriculum does not encompass all learning; there is the wider curriculum and pupils' personal, emotional and social development.
- ✓ Relate to shared, differentiated learning objectives.
- ✓ Be based on a considered view of what learning should be assessed in each subject or area of experience.
- ✓ Advance the learning process.
- ✓ Enable teachers to plan and differentiate learning more effectively.
- ✓ Provide students and teachers with information to evaluate work, set appropriate targets.
- ✓ Help parents to be involved in their children's progress.
- ✓ Contribute to school improvement by providing the Assistant Director of Education (ADE) Executive Principal and Heads of School Sections with information to make judgements about the effectiveness of the school and of the teachers within it.

**To achieve these aims and objectives, the school assessment policy is based upon the following principles:**

- Subject teachers need to be aware of pupils' previous attainment
- Recognition of the whole range of pupils' achievements and experiences
- Assessment should be based on a variety of evidence records, the key ones being external baseline and progress data (CEM, ALPs and GL testing) teacher mark sheets and departmental/subject records on electronic spreadsheets and within the SIMS system

- Homework assignments need to be set and marked regularly
- Teachers helping pupils to develop the skills they need to become reflective learners by, for example, building into curriculum hours planned time to re-draft and improve work
- Shared understanding by pupils, parents and teachers of clear and explicit learning objectives
- Pupils should understand by what criteria they are being assessed
- Pupils contributing to the assessment of their own work and progress, as well as to that of others, by means of self and peer assessment
- Pupils should be involved in reviewing and target setting through discussion with the teacher
- Formative marking is part of the coherence of pupil assessment. The formative process of assessment ensures clear learning objectives for pupils and points the way to progression
- Methods and timing of assessment should be included in schemes of work
- Parents should be encouraged to take an active interest in the assessment process
- Assessment should provide evidence of a pupil's level of attainment and identify strengths and weaknesses (See Reporting Procedures for further detail.)
- Assessment should be designed to encourage pupils to aim for higher standards and to plan the next stages of learning

### **Assessment for Learning (AFL)**

The most important function of assessment is to assist learning. Assessment that does this is commonly referred to as "Assessment for Learning" (AFL).

Improving learning through assessment depends on seven key features:

- Sharing learning intentions (learning objectives)
- Setting and sharing clear standards for expectations (success criteria)
- Quality questioning and constructive feedback
- Responding to pupils' work to inform learning and set meaningful targets
- Developing pupil self and peer assessment skills and strategies
- Using student work as exemplars of success and models for other students to learn from
- Planning and allowing time for reflection and redraft

### **Assessment of Learning (AoL)**

#### **Formative Assessment**

Teachers will assess pupil progress throughout each scheme of work and will give written and/or oral feedback to students. Teachers will record actual marks achieved, and include more open-ended assessment information, and there should also be a

sufficient\* number of assessment grades between each “reports home” period, which enables conclusions to be drawn about the progress made both in effort and attainment of a pupil. Assessments can take a variety of forms, and pupils should be provided with opportunities to demonstrate their knowledge and understanding in different ways. In some situations, commercial tests may be appropriate and useful.

\* The number will depend on the subject content and the number of curriculum teaching hours and will be pre-determined by Heads of School Section.

### Summative Assessment

Summative assessment happens at the end of a teaching and learning process and is planned for in advance. This type of assessment is designed so that students can demonstrate their learning in authentic contexts and apply it in new ways. Summative assessment is NOT simply an exercise in factual recall and rote learning.

Summative assessment allows the teacher to measure the understanding of central ideas and information, but can of course also be used to inform planning and improve student learning and instruction. These tests occur at defined periods of the academic year and could be internal (end of year exams or ‘mocks’), or external such as Spanish national testing, IGCSE, or A Level/PCE examinations. Summative testing has an important role to play in helping teachers make end of key stage ‘best fit’ level assessments and identifying areas of weakness on which to base interventions.

### **THE IMPLICATIONS OF THE ABOVE MEAN:**

#### **Assessment, recording, tracking and recording for subject teachers:**

- Subject teachers should ensure that pupils are aware of the criteria by which they are being assessed and must keep formal records of pupils’ progress.
- Teachers should have evidence to support their judgments (student work, photo/video, exams etc.)
- Key Stage/Subject/Section Coordinators and teachers must incorporate the attainment targets and assessment points in their schemes of work. This will enable them to assess pupils’ achievement and subsequently focus their teaching plans on the particular needs of individual pupils.
- Teachers must set and mark homework regularly in accordance with the timetable.
- It is accepted that some class/homework will require only a tick to recognise that the work has been done but quality marking is also necessary which includes constructive comments, positive statements and suggested targets for improvement, as well as time allocated to allow students to respond. The school’s marking policy must be understood and followed.
- Teachers should discuss progress and review targets with pupils when and where appropriate at meaningful points in the learning process.

- Teachers will report pupil progress to parents via reports between three and four times a year, depending on year group, and at established parents' evenings.

#### **Assessment, recording, tracking and reporting for parents:**

- Parents will receive communication about their child's achievements, progress and targets for improvement via the written reports and parents' evenings.
- Parents are positively encouraged to become involved in their child's education by attending parents' evenings, making contact with teachers via the journal or school office and contacting tutors/teachers/Coordinators, or the school section Head, if they have any concerns or questions.

#### **Assessment, recording, tracking and reporting for pupils:**

- Pupils will have an understanding about what is being learned, guidance about progress that can be made and a celebration about what has been achieved.
- Pupils need to be aware of the criteria against which their work will be assessed, and where possible, the kind of evidence by which particular attainment targets can be demonstrated.
- As a consequence pupils will be able to focus their efforts on important aspects of the subject and take on more responsibility as reflective learners.
- Pupils should be involved in the assessment of their own work and be aware of their own strengths and areas for improvement. Opportunities for them to write and talk about what they have done and how they have tackled tasks are more likely to interest them as learners and to improve performance.
- Pupils should be aware of what level they are working at in each of their subjects and how they can improve via set targets.
- Assessment should allow each pupil the opportunity to demonstrate positive achievement.

#### **Assessment, recording, tracking and reporting for record keeping:**

- Recording attainment is an important part of teacher assessment.
- Recording attainment is an integral part of tracking pupils' process through their education and for measuring 'value added' (how far ELIS Villamartín can be credited with individual student progress over time).
- Recording systems should be manageable, understandable and accessible.
- Recording systems should record the standard of work the pupils have done, monitor progress and guide appropriate future work.
- Recording systems should provide appropriate information to colleagues, pupils and parents.

**Academic recording systems are school-wide documents: An individual teacher's records must be completed in a spreadsheet format agreed by the Head of School Section and be accessible to Coordinators so that information can form part of**

**departmental or subject tracking spreadsheets. Spreadsheets such as these are also directly accessible by the school leadership team.**

### **Tracking Procedures**

Due to the fact that ELIS Villamartín is in a period of transition; adapting to the new National Curriculum and the requirements of the new 9 – 1 (I)GCSE programme, a considerable number of curriculum meetings in each section of the school will, therefore, necessarily be dedicated to assessment, grading/levelling and moderation as part of on-going professional development for all teaching staff. Teachers who have doubts regarding evaluating student work should seek support from their subject or section Coordinator or from their Head of School section. The importance of careful and accurate assessment can hardly be overstated: tracking only proves effective if the aforementioned accurate assessment is taking place. Obviously work will also have to be done with parents and students to ensure continued improvements in understanding of our curriculum and how it is assessed.

The Executive Principal is responsible for leading the management of pupil tracking. On a technical and practical level, this area of responsibility is managed by the whole school Data Managers who are supported by the Heads of school section and (Key Stage)Coordinators. The general overview of priorities at this time is:

- Agreement of standardised tracking formats for each school section between staff and Heads of School.
- Ongoing directed meeting time dedicated to assessment development and use of data to inform planning;
- Ongoing analysis of results to: detect trends; highlight students with particular needs; better deploy teaching resources;
- Identification of the academic performance of key target groups and individual classes;
- Progress meetings to develop strategies for addressing underachievement and sharing best practice of intervention strategies for groups and for individuals.

### **Assessment, reporting, tracking and recording for reporting:**

Reporting to parents on pupils' work and progress will be between three and four times a year in accordance with the academic calendar, and Key Stage. Subject-based parents' meetings will be held twice a year. Pupils are positively encouraged to attend with their parents. Additional assessments and/or reports may be sent home as appropriate.

### **Reporting Procedures**

In line with the whole school ethos of ensuring rigorous and effective communication with parents at all times, the development and improvement of current reporting procedures remains an on-going key priority.

The importance of careful and accurate reporting of pupils' attainment and progress must be understood by all members of teaching staff. Reporting is the ultimate act of communication with our parents and as a school we must all seek to guarantee excellence in this area.

The Heads of School Section are responsible for ensuring quality and consistency in reporting procedures and practice throughout the school and will be working closely with Subject/Stage/Key Stage Coordinators and individual teachers to this end. Further details will be given in meetings/presentations as the school year unfolds but as general guidelines all staff should be aware that report comments:

- Must be detailed, and written with care and precision, in continuous prose (no bullet points);
- May include a very brief introductory comment detailing topics covered in line with SoW;
- Must include specific, individualised comments that clearly indicate and explain each pupil's strengths and weaknesses in the subject matter;
- Must include specific, individualised comments that indicate and explain how further improvements can be made;
- Must be positive and constructive in tone;
- Must be thoroughly checked by the teacher upon completion.

### **Practices and outcomes**

**As stated in the policy introduction, many aspects of our assessment, recording, tracking and reporting systems have been, and will continue to be, subject to development. All teaching staff are involved in this development process. Policy amendments and additions may come into effect during the academic year.**

- All teaching staff will have a copy of this policy
- All school sections, departments and subjects must assess, record, track and report within the framework of this policy and in accordance with guidelines issued in training and meeting sessions during the course of the year.

Version 2 of Policy written: August 2018

Policy review: August 2019.