



'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Assessment, Planning, Recording & Reporting Policy & Procedures

The Spires School

Policy Owner	Headteacher
Authoriser	Head of Education
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1. Policy

1.1 Policy Statement

The assessment of student progress is an important part of the learning process and should lie at the heart of curriculum planning, teaching and programme evaluation. Effective assessment will give feedback about student needs and student progress. It will provide information and evidence of attainment for recording purposes and for reporting to students, parents and others. The student is central to the process of assessment and individual involvement in this process is to be encouraged, developed and valued. Assessment practice should have a positive impact on students' attitudes, motivation, achievement and self-esteem.

1.2 Terms and Definitions

The below table sets out a number of terms and definitions used within this document:

Term	Definition
Nil	

1.3 Data Protection

The Five Rivers Group supports the objectives of the United Kingdom General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA 2018) and other legislation relating to Data Processing, including the Human Rights Act 1998, the Safeguarding of Vulnerable Groups Act 2006 and the regulations that underpin our services. The Five Rivers Group has a statutory obligation to process personal data in accordance with the provisions of the United Kingdom General Data Protection Regulation (UKGDPR) and the Data Protection Act 2018.

Every member of The Five Rivers Group has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the United Kingdom General Data Protection Regulation (UKGDPR), the Data Protection Act 2018, the Five Rivers Group Data Protection Policy and The Five Rivers Group Data Retention Policy.

1.4 Disclosure of Information

It is a criminal offence for a person to knowingly or recklessly sell, disclose or retain personal information outside of the Five Rivers Group under section 170 DPA 2018 without a legitimate purpose and legal basis. The Five Rivers Group considers these actions unauthorised and will take all necessary action to ensure personal data is not disclosed, retained or sold without a valid legal reason including referral to the criminal investigations team of the information commissioner's office (CRIT ICO).

2. Assessment, Planning, Recording & Reporting Procedure

The Head Teacher have a responsibility to ensure that the school meets the statutory requirements in relation to assessment and the setting of targets.

The Headteacher should;

- Implement assessment for learning principles within the classroom
- Enable students to develop the skills of self-assessment and peer assessment
- Identify students in need of support and liaise with school senior leadership team
- Use agreed range of assessment methods and techniques to gather information in line with policy
- Record significant progress
- Implement internal and external tests
- Contribute to discussion on performance data
- Report to parents/carers concerning student progress, attainment and next steps
- Ensure information is available for next teacher or next steps destination
- Supervise regular book scrutinies for quality assurance

2.1 The Benefits to Assessment

- Improved focus on the quality of teaching and learning
- Greater clarity of objectives and expectations in the classroom
- Clearer understanding of national standards
- Greater consistency and rigour in the assessment process
- Improved understanding among students of how they can learn most effectively
- Better appreciation among parents/carers of how they may support their children's learning

2.2 The Aims of Assessment

Assessment has a number of distinct purposes:

Formative	this is the on-going process in which students' positive achievements can be recognised, discussed and recorded.
Diagnostic	this form of assessment identifies learning difficulties which may be scrutinised and classified so that help and guidance can be provided
Summative	provides a 'picture' of the overall achievement of a student at the end of a particular stage, phase or year.
Evaluation	is a means by which some aspects of the curricular provisions of the school may be assessed. This process may result in the identification of any whole school needs whereby future targets can be set and built into the school's improvement plan
Ipsative	this is the attempt to improve on a previous personal best and has no external reference points.

Assessment is a continuous process at this school and we assess for different reasons:

- To identify specific learning strengths and weaknesses
- To indicate the next step in the learning process
- To provide a vehicle for feedback, diagnosis and action
- To measure attainment within a year group and/or against established criteria
- To highlight and record positive achievement
- To encourage students to take ownership of their own learning and personal development through target setting and self-assessment
- To help the teacher to evaluate the teaching programme
- To assist in the evaluation of the school curriculum
- To inform parents/carers of their child's progress, attainment and achievement
- To provide employers, Further Education institutions and other outside agencies with a full picture of students' attainment, skills, attributes and achievements

2.3 Assessment of Learning

Assessment of students' progress in a subject is fundamental to effective teaching. The school actively encourages assessment for learning approaches through questioning, peer and self-evaluation, discussion and providing quality feedback. Ongoing assessment is expected through Assessment for learning practise.

Assessment for learning through formative assessment supports assessment of learning through the summative assessment. ARBOR holds an online assessment tool that is used by teaching staff to assess learning. Progress shown by ARBOR may also be set alongside national standards so that a student, parent, teacher or school can evaluate their performance against that of others. ARBOR allows evidence of assessment to be stored electronically. Assessment of learning through ARBOR is carried out periodically.

The following table summarises the summative and formative practices of assessment that take place in this school.

Summative Assessment (Measuring Attainment)	Formative Assessment (Enabling Achievement)
Statutory tests	Clarifying learning objectives and success criteria at the planning stage
Non-statutory 'optional' tests	Sharing learning objectives and success criteria with students
External examinations	Appropriate and effective questioning
Deciding Teacher Assessment levels	Focusing oral and written feedback around the learning objective

Recall questions which establish current knowledge	Raising student efficacy
Any data about student performance	
Preferred Learning Styles of all Key Stage 3 students – VAK questionnaires	http://teachertools.londongt.org/index.php?page=VAK

2.4 Learning Objectives

Learning objectives are usually seen in terms of skills, concepts and knowledge. These are defined for what students need to learn for that lesson. The learning objective for that lesson must be appropriate and clear in order to enable the student to carry out the required learning effectively.

Sharing learning objectives with the students in a way they can understand is common practice and in the format of 'task toppers'.

2.5 Success Criteria

It is important to help students to know and recognise the standards they are aiming for in set tasks. These are shared by staff through feedback of marking, the use of task toppers and the language of assessment.

2.6 Questioning

Thoughtful questioning promotes the active involvement of students in their own learning. Skilful questioning by teachers is key to enabling students to think further and independently.

2.7 Peer and Self-Assessment

Where student involvement is high there is maximum opportunity for learning to take place. When students are involved in the analysis and constructive criticism of their own work – reflection, pride, modification and improvement become a natural part of the learning process.

Self-assessment is very powerful but to be really successful students need to be fully supported to make constructive comments against criteria.

Staff will meet at regular intervals to evaluate, monitor and plan for individual pupils.

2.8 Providing Quality Feedback

There are three generally accepted ways of giving written feedback to students in schools:

- Marks/grades/points
- Comments
- A combination of the above.

Just giving marks/grades or points for every piece of work can lead to complacency or demoralisation on the part of the student. This is mainly due to the fact that a mark/grade focuses on the level of their ability compared to their peers. It compares a student with the norm or average for all students.

There is a place for this form of feedback and it is generally carried out at the end of a unit,

year or phase of education although even when work is given a mark/grade and comment, research suggests that students see only the former and not the latter. Work marked with only comments can increase the motivation and achievement of students.

It is therefore good practice to use marks, numbers and grades where appropriate but staff are also encouraged to use comment-only feedback as well. These should relate to attainment and effort, including how they can improve. Although this does not have to be done for every set piece of work, there must be evidence of diagnostic grading for each student.

It is more helpful for staff to;

- use comments that are constructive and
- include targets for improvement
- comment on attainment and effort
- promote a dialogue between adults and students

However, in formal assessment when there is a mark scheme marks/grade should be given to enable students to understand the criteria behind their award.

2.9 Starting Points

Effective feedback focuses on the lesson objectives. While presentation, quantity, grammar/spelling and effort are all important, if references are made to these aspects only, the main focus of the lesson has been marginalised.

Suggestions for improvement must focus on how best to close the gap between current and desired performance.

Give guidance about how to improve with specific strategies to apply that will move students on. Students must be given the opportunity for improvement to become embedded and applied in a different context.

Aim to respond to written work within one week.

2.10 Oral Feedback

This is perhaps the most frequently used and interactive form of feedback in our school. It is used more readily in practical subjects and has a range of purposes, which include, appraising, seeking clarification, redirecting learning and encouraging reflection.

2.11 Marking Techniques

There are a number of techniques, which could be employed over a short period of time: Acknowledgement Marking - Often only a tick/initial is appropriate to record achievement and it suggests that the main objective of the lesson was met.

Sampling - Over a period of time, say half a term, choose specific pieces of work for in-depth marking, self or peer assessment and random sampling.

Comment Only Feedback – Provide time for students to make improvements on their actual work after comment only feedback is given.

More detail about marking techniques can be found in section 4.2

2.12 Review and Moderation

This involves both the teacher and the student in reviewing and reflecting on assessment information.

The Head of Education is required to ensure that their staff are keeping a clear record of attainment awarded to students.

The Leader of Assessment for learning will analyse all subject data and produce an assessment summary, including examination outcomes. Information is discussed and informs the strategic direction of the school.

The school senior leadership team will review and monitor student progression for quality assurance through regular scrutinization of exercise books and lesson observations.

Moderation is an integral part of the assessment process within each subject. Both internal and external moderation take place on a regular basis. This includes validation from outside agencies – the school will use outside consultants to validate judgements.

3. Baseline and Target Setting

All of our students will complete a baseline assessment in Maths and English using an appropriate assessment system to their needs. This will give an accurate assessment points/level to inform teacher's planning to ensure students are learning at the level in which they are capable.

Assessments for Science, Geography, History, Computing, PE, Technologies and the Arts are recorded using ARBOR. This will give summative assessment points/level to again inform teacher's planning to ensure students are achieving at the level in which they are capable.

Each half term, teachers will provide targets for all students. Targets should be both realistic and aspirational. Progress towards these targets will be monitored by the Head of Education and reported to parents or social workers each half term. Assessments on ARBOR will be completed termly to monitor progress and gaps in learning.

3.1 Formal Assessment – Examinations

Where appropriate, pupils at KS4 will sit their formal examination period in line with the local authority either in house or as an external candidate depending on the subject chosen. Functional Skills, Entry pathways, GCSE, BTEC and ASDAN accreditations are available to study and sit.

3.2 Formal Assessment – Class work

Formal assessment of students' class work will be based on ARBOR assessments, which can be set alongside national standards. At an interval of at least once every term, all subjects should formally assess students to determine the progress made towards their accreditation, this should be recorded using ARBOR.

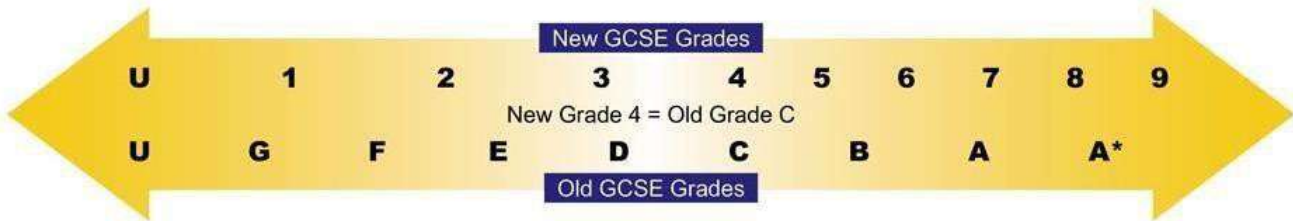
For reporting purposes, when using ARBOR, the ability of the student is established and the step they are at is selected. The progression statements for each step can be selected as:

Mastered

- a way of monitoring progress, assessing and recording achievement
- a means of giving status to individual achievements and tasks
- a way of recognising and enhancing learning preferences
- a way of making learning student-centred
- a way of allowing students to take responsibility for their learning
- maintains a constant discussion about strengths and weakness
- it can address aspects of motivation at a personal level

[illegible]

The shaded cells indicates the pupils who are making the 'expected level of progress'



4. Recording and Reporting – Annual Reports to Parents/Carers/Carers Authorities

School reports are completed and distributed to students, families and social workers each term.

Reporting must be accurate and realistic. It must always accentuate the positive, and progress made, whilst acknowledging that there may be areas that still need further attention.

4.1 Recording

We record progress through:

- Daily lesson plans.
- Any evaluation that a teacher undertakes should be used to record unusual, exceptional, or surprising comments or actions made by the young person.
- Annotation of work
- Short-term objectives.
- Individual Education Plans.
- End of placement reports.
- Reviews and reports of progress (Placement reviews, Interim reviews, Annual reviews and general reports)
- Any educational assessments undertaken by the teacher.
- Any Certificates awarded.
- AQA unit awards
- Entry level certificates
- ASDAN modules
- BTEC
- GCSE

4.2 Marking and Feedback Guidance

We have a consistent approach to marking and feedback and therefore have a school marking policy and a marking code.

All pupils are entitled to regular and constructive feedback on their learning, therefore all teaching staff will give feedback and mark work as an essential part of the assessment process.

Aims:

We give feedback and mark pupils' work in order to:

- show pupils that we value their work and encourage them to do the same
- boost self-esteem and aspirations through use of praise and encouragement
- give pupils specific information on the extent to which they have achieved the learning question and how to further improve their work
- check whether pupils have achieved the learning question, identify misconceptions and use this information to inform future planning
- share expectations
- promote self-assessment – through modelling and questioning we support pupils in recognising their achievements and where they can make further improvements

Guidance:

- Feedback and marking should be meaningful to pupils, teaching staff and parents. The marking code is to be shared.
- Oral feedback should be given during the lesson allowing pupils to think about their learning and make improvements to their work there and then. This is often the most appropriate form of feedback for our pupils. This will be indicated in exercise books through the use of the initials VF with a comment.
- Lots of praise and encouragement will be given to pupils during activities and when activities have been completed. Merit Points will be awarded for exceptional effort or producing a good piece of work.
- Marking should be done either in the lesson with the pupil or as soon after the lesson as possible. This will take the form of positive oral comment/ written annotation about an area of success, and suggest the next step for improvement. Indicated by **WWW** and **EBI** (What Went Well and Even Better If) for older students. 2 stars and a wish for younger students.
- Work to be marked in PURPLE Pen. Pupils will be given time to look at their marked work and reflect upon their learning and identify what they could do to improve their work. When appropriate, pupils will be given time to make further improvements/complete corrections. This should be completed in GREEN Pen.
- Work will be marked in relation to the learning objective and remember to... list and

when appropriate the pupil's own I.E.P. and/or subject target. Marking will not solely focus on secretarial errors.

- The level of support received during a task must be indicated either through a RAG rating or indicated by WS (with support).
- Pupils will think about their learning and self-assess in all lessons, using a variety of strategies, including AfL strategies such as smiley face fans/traffic lights/thumbs up/evaluations/plenary discussions
- Where appropriate (depending on the ability of the pupils and the nature of the activity) pupils will be encouraged to mark their own work engaging them in the assessment process. Work must still be marked by teaching staff.
- Older pupils will be made aware of the different qualifications they are working towards. Marking in KS4 may, where appropriate, link to examination levels e.g. EL1/2/3. Functional skills L1/L2.

Marking code

- Students to write in black ink. Drawings and diagrams to be in pencil. Rulers are to be used.
- All lessons to have a task topper in exercise books
- All lessons to have an evaluation in exercise books.
- VF – Verbal feedback – plus a comment
- WWW- What Went Well
- EBI – Even Better If
- Two stars and a wish – 2 positive comments and 1 for improvement.
- WS – with support

R (Red) – with a lot of support

A (Amber)- with some support

G (Green) – with no support

Task topper example:

World Around Us: What was the Feudal System?

Date:

LO: **Enquire**

Independent ☐ Supported ☐

Me		Teacher
	Describe a hierarchy	
	Describe the Feudal System	
	Explain who benefitted and who lost out in the Feudal System	

Evaluation: