



Assessment, Recording & Reporting Policy 2022-23

Reviewed: 10/7/2021

Changes made:

Page	Change	Reason	Made by	Reviewed by
6	Addition of 5.4 Student responses section	To promote better student response to developmental comments	AM	BM
7	Addition of Appendix 1	Standardisation of comments / action from last Estyn report	AM	BM

Next review: 10/7/2023

1. Statement of Purpose

The purpose of this policy is to outline how we will ensure high quality and informative assessment arrangements at Redhill High School. Assessment helps us ensure that all students make the best progress possible and attain the highest standards.

2. Scope

The policy applies to all assessment and reporting undertaken at Redhill High School, with the obvious exception of any work assessed for external examinations.

3. Assessment

3.1 Types of assessment

Redhill High School students will be assessed in various ways and for different reasons during each academic year. There are three main forms of assessment:

3.1.1 Formative assessment

Formative assessment evaluates students' knowledge, skills and understanding on a regular basis, day-to-day and lesson by lesson. It aims:

- to provide feedback for teachers to modify subsequent learning activities and experiences;
- to identify and remediate group or individual deficiencies;
- to move focus away from achieving grades and onto learning processes, in order to increase self-efficacy and reduce the negative impact of extrinsic motivation;
- to improve students' metacognitive awareness of how they learn;
- to both fine-tune instruction and students' own focus on progress.
- Possible strategies include: quick recap questions, scrutiny of pupils' work, providing verbal feedback, observing students, classroom quizzes.

3.1.2 Summative assessment

This is the more traditionally understood form of assessment, involving an end-of-learning activity to summarise overall learning at the completion of a course or unit. Summative assessment helps teachers form a judgement of progress

and can be used to make normative (comparative) judgements against other students or national standards, or are criterion-referenced against standards of knowledge.

Methods of summative assessment include:

- End of unit assessments;
- Tests;
- Questionnaires;
- Surveys;
- Interviews;
- Observations;
- Projects (a culminating project that synthesizes knowledge).

Summative assessment should be internally standardised within subjects. Subject assessment programmes will be reviewed by senior staff annually to ensure consistency of challenge and realistic expectations.

3.1.3 Externally standardised summative assessment

This is externally set, marked and standardised, as well as being validated by an external body, usually an examination board.

3.1.4 Using assessment

All assessment should be used formatively. Teachers should routinely analyse summative assessment and identify the next steps for subjects and specific pupils. Assessment is an integral part of the learning process, and should be used to help students understand what to do and how to improve their work. It is also the basis for reporting. Students must play an active role in this process to help them become self-aware and self-critical learners. This can be done via peer assessment, for example.

4. Frequency / nature of summative assessment

In terms of summative assessment, the following could be used as a guideline:

Michaelmas	Hilary	Trinity
Half Term Test / Assessment	Half Term Test / Assessment	Half Term Test / Assessment
+2 Assessed pieces of work	+2 Assessed pieces of work	+2 Assessed pieces of work
End of term Test / Assessment	End of term Test / Assessment	End of Year Exam
+2 Assessed pieces of work	+2 Assessed pieces of work	

It is up to individual subjects to tailor their tests / assessments to their own purpose, so long as they have at least followed the programme above and the assessments reflect the range of learning objectives in their subject.

5. General Marking and Feedback



As well as summative assessment, the role of feedback is highly important in helping students to progress. Awarding grades for every piece of work may reduce the impact of marking, particularly if pupils become preoccupied with grades at the expense of a consideration of teachers' formative comments.

The above diagram shows the different ways Redhill teachers will offer feedback.

5.1 Informal feedback

Teachers will be expected to offer positive and specific feedback to students, which could be subject-specific or about behaviour and / or attitude. Teachers should also be mindful of how their comments are being distributed, so that no student dominates the feedback given.

5.2 Non-assessment Marking

Marking offers teachers an opportunity to provide pupils with the clear and specific information that should lead to pupil progress. Outside of the required assessment programme shown above (4), we expect teachers to mark books regularly.

5.3 Depth of Marking

Teachers are not expected to mark every piece of work in the same way, or with the same depth. This is partly due to respecting the workload of staff, but also because specific and focused marking draws students' attention to the most important and significant advice and guidance.

5.3 Marking format

Teachers should:

- Mark in green pen;
- Set aside time to enable pupils to consider and respond to marking;
- Mark each summative assessment (see 4) with two positive comments and one developmental comment. Comments should always be subject and task specific; they may also focus on cross-curricular aspects e.g. literacy / numeracy or be motivational;
- Teachers should use the What Went Well (WWW) and Even Better If (EBI) format for the positive / developmental comments respectively;
- Regularly tick mark each page to check work is up-to-date and of sufficient quality and presentation;
- Use common notation (as shown below) to ensure consistency across subjects.

Common Notation for Marking	
✓	General acknowledgement of correct / completing work
Underlining	Highlight key words, sections or sentences to comment on alongside
sp	Spelling error – add correct spelling
g	Grammar error – add correction

Marking of GCSE past papers or questions should be in line with exam board protocols. Students should be made aware of these. In most cases, this involves underlining where the subject assessment objective are met.

5.4 Student Responses

It is expected that students will respond to developmental comments. For example, where asked to improve an answer by re-writing a section, they should do so as soon as possible. It is suggested this is done when work is returned in class.

6. Reporting

6.1 Written reports

Parents receive written reports at the end of the Michaelmas and Trinity terms. The report provides opportunities for comments by the Form Tutor, Subject Teachers and Headmaster. The report describes the progress the student is making and the next steps needed to further the child's development. There will be two grades reported at each stage – the attainment grade and an effort grade. These are based on the work done in the preceding term, cross-referenced with students' targets. In addition, a progress report will be issued at each half term with just the attainment and effort grades reported for each subject. This functions more as a snapshot and will be based on the preceding term's work.

Teacher comments should be positive and developmental. All reporting judgements should be made from a solid evidential basis. Parents and students are given the opportunity to comment on the reports via a returns slip, and are invited to discuss the report with their child's teacher at Parents' Evenings or by arrangement.

Report guidance for staff is included as Appendix 1.

6.2 Verbal Reports

Parents' Evenings are held each year either in the Michaelmas and Hilary Terms. Parents may arrange to discuss their child's progress with the appropriate Progress Leader, and the outcomes of these meetings will be mutually agreed.

7. Reviewing the Policy

This policy will be discussed, reviewed and revised annually, in consultation with students, parents, staff and members of the school community, including the Board of Directors.

Appendix 1 – Standard Report Guidance, full reports (end of Michaelmas / Trinity terms)

These are the full reports, which include:

Effort Grade: 1 - 4 (1 is excellent effort, if you are giving a 3 or 4 then parents and pupils should already be aware that there are issues)

Progress Grade: A - D (we do not predict A* grades)

Comments (there is a word limit of 120 words that will apply when you enter the reports into engage). The format for comments should follow this guidance:

- Comments on general progress: 1 sentence
Comments on subject-specific matters: 3 sentences, in maths this is split, number, algebra, data and in languages I guess speaking, writing, listening.
- A focused target: 1 sentence, a specific target for the pupil to work on.
- Additional sentence to round off: 1 sentence

Please write your report as one continuous paragraph, focusing on the progress of individual students (there is no need to give general comments about the **progress** of the class, though you may wish to mention what has been covered so far). Also ensure you only use single spacing - there is no need to do a double space after a full stop. Finally, make sure you use the student's full name throughout the report - some common edits are:

Year 8 - Abigail (not Abbie)

Year 9 - Isabella (not Issy)

Year 10 - Madeline (not Mads/Maddie)

Year 11 - Reese-Mali (not Reese, Reece or Reece-Mali); KT-Mischa (not KT or K.T.), Thomas (not Tom)

Please note the following Estyn comment from our inspection report, 2021.

"Review the quality of feedback in annual reports to ensure that all subjects reflect the best practice, which focuses on what pupils have learnt and how they can take their learning forward."

That means if somebody reads your report it should be obvious what subject it relates to and where the pupil is.