



**SEXEY'S**  
SCHOOL

# Recording and Reporting Policy

SEPTEMBER 2022

<b>Date of Policy</b>	September 2022
<b>Review Date</b>	September 2023
<b>SLT Lead</b>	Ross Dalzell, Deputy Head Curriculum, Data and Standards
<b>Policy last review by</b>	Ross Dalzell
<b>Policy Level</b>	School

Signed  
Helen Cullen  
Headteacher

## **SCHOOL ETHOS AND VALUES**

Our Christian values are at the heart of the ethos of the school and through these we grow individually and as a community. The Story of the Good Samaritan underpins our seven core values of:

- Honesty
- Forgiveness
- Empathy
- Courage
- Resilience
- Kindness
- Respect

These core values underpin our policies, procedures and the way we treat one another in our community.

## **INTRODUCTION**

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

## **LEGISLATION AND GUIDANCE**

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

## **COVID 19 ADJUSTMENTS TO ASSESSMENT, RECORDING AND REPORTING** **Advice from the Department of Education**

“Governing boards and school leaders should have regard to staff (including the Headteacher) work-life balance and wellbeing. Schools should ensure they have explained

to all staff the measures they are proposing putting in place and involve all staff in that process.”

### **Sexey’s School Response**

After a review, in light of the above statement and through discussions with the staff body we are reducing the number of reports and data entry points. In the autumn, we will review how reports are sent and information given to further reduce the time it takes to write reports.

In addition to this staff will be provided with clear guidance within relevant policies in how to respond to COVID 19. A number of key policies including the Marking and Checking and Feedback policies have also been reviewed to reduce marking workload for staff and to take into account of safe handling of books and materials from students. Please refer to these policies for further information.

## **ROLES AND RESPONSIBILITIES**

### **Governors**

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school’s own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

### **Headteacher**

The Headteacher is responsible for:

- Ensuring that the policy is adhered to
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

### **Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy

## **RECORDING AND REPORTING AIMS**

At Sexey’s school the aims of recording and reporting are:-

- To recognise achievement and progression
- To support learning and assist students to reach learning targets
- To provide information to students, teachers and parents
- To promote high aspirations and expectation
- To provide information to support monitor and evaluating provision

## TARGETS

Target grades or levels are set for each individual and by subject. These are set using the analysis of a variety of data, which include Fisher Family Trust (FFT) and CAT4 test. The targets will be challenging, yet achievable, and will enable the school to raise attainment and be in the top 5% of schools in the country.

The targets are updated yearly as new national data is analysed. Baseline judgements from KS2 and CATS will be used to create a target grade or level. Targets are not capping or limiting a student's progress or attainment but providing a mechanism for raising student's attainment and providing a goal for them to aspire to reach.

In the event of a target being achieved, exceeded or not appropriate for the student, we will conduct a review for each subject to personalise targets. This will be conducted by the heads of faculty, the SENDCo (if required) with the deputy Headteacher for curriculum.

## PROGRESS

Progress will be reported to Parents in the Attainment and Progress reports issued three times a year. Progress of students is identified by three colour bands:-

Green – Exceptional progress. Progress made by the student indicates that the student is likely to exceed end of year target based on current knowledge, skills and engagement in learning

Amber – Good progress. Progress made by the student indicates that the student is likely to achieve end of year target based on current knowledge, skills and engagement in learning

Red – Progress concerns. Progress made by the student indicates that the student is unlikely to achieve end of year target based on current knowledge, skills and engagement in learning

## KEY STAGE 3 ATTAINMENT LEVELS

When Assessment of Learning takes place for students in Key Stage 3 their work will be given an **Attainment level** this will be a mechanism for recording and reporting on the level of knowledge and skills they have acquired against set criteria within the curriculum. This will be known as students **Current level**, this is a snap shot of their learning at a period of time against criteria aligned curriculum content that encompasses both knowledge and skills and will be reported as levels.

## KEY STAGE 4 & 5 ATTAINMENT GRADES

When Assessment of Learning takes place for students in Key Stage 4 & 5 their work will be given an **Attainment grade** this will be a mechanism for recording and reporting on the level of knowledge and skills they have acquired against assessment criteria/descriptor aligned to the exam board specifications, these will be reported as **Grades**.

## RECORDING ASSESSMENT DATA

Assessment data will be recorded into the school Arbor MIS in line with the school and MAT assessment calendar. Teachers or departments may also record assessment data in their own planners or electronic tools such as spreadsheets or faculty/ department-level trackers. Progress over time will be tracked by teachers and recorded by students e.g. via paper trackers in books/folders or an electronic equivalent. Students in KS5 will have an assessment folder where all their assessments will be stored and kept with the teacher. This will allow for moderation and review to take place throughout the year.

## **SHARING ASSESSMENT DATA WITH STUDENTS**

All students will be aware of their current working at, projected and target levels/grades. These are will be displayed on stickers, sheets, or in booklets within their books or folders and will be updated with each summative assessment to ensure students know where they are in their learning and what their target grades are. This supports raising students aspirations and promotes strong progress and success.

## **REPORTING TO PARENTS**

### **Reporting using nationally standardized summative assessment**

Nationally standardised summative assessments used at Sexey's School include:-

- CAT4 tests in Year 7
- NGRT Tests in Year 7,9,11
- GCSEs and vocational qualifications at the end of Key Stage 4,
- A-levels and other post-16 qualifications in Key Stage 5.

### **New Group Reading Tests (NGRT)**

At Sexey's School we will use NGRT test every two years, starting in September of year 7, to monitor and report on progress in reading. This data will also support teacher's planning.

Parents will receive a report from the NGRT tests which will highlight knowledge and fluency in reading and well as strategies to help them improve.

### **Cognitive ability tests (CATS)**

Year 7 parents will also receive a report from the CAT4 tests, which will highlight their sons or daughter learning styles, strengths and ideas for the parents to support the school.

### **Reporting using internal assessment data**

We report to Parents using a range of mechanisms.

#### **Daily online reporting**

Parents are able to access key information on their son or daughter on a daily basis and as required through ClassCharts, this includes reporting on;

- Behaviour
- Attendance
- Engagement in learning
- Homework set

#### **Formal regular reporting**

Annually Parents will receive:-

- 2 Attainment and Progress Reports
- 1 Full Report

### **Parents Meetings**

Parents will be invited to attend:-

- 1 Academic Tutor Review Meeting a year
- 1 Subject Parents evening a year

### **Reporting to Year 11 and 13**

Years 11 and 13 will not receive a full report, but will instead have an additional subject parent's evening as this allows more specific information to be given to the parent/guardian and promotes a strong dialogue between home and school alongside allowing questions and further clarification. Parents are welcome and encouraged to contact staff with concerns at any time outside of the parents evening cycles. At times there may be additional specific parents evenings for students who are below target and will be focused on ways to best support these students.

As well as this, there will be a 'How to revise' evening for the parents. This is to give guidance and ideas to parents on how best to support the students with their revision and to best understand the examination process. This will happen in February.

### **What a report contains**

**An Attainment and Progress report** contains: target grade, end of year grade, current working grade, and progress indicator and attendance data.

Within the Review reports for years 11, 13 and it will also include;

- grades for any mock examination results
- the results of any public examinations taken, by subject and grade
- the details of any vocational qualifications or credits towards any such qualifications gained

**A Full report** contains: target grade, end of year grade, current working grade, progress indicator, attendance data and a comment from the teacher which enables the student to move forward with their learning.

### **Reporting on attendance to parents**

This will take place through ClassCharts and reports. It will include:-

- The total number of possible attendances for that pupil
- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

### **CELEBRATING SUCCESS**

- Success will be celebrated via the school rewards system and this should extend to effort as well as attainment.

### **STAFF TRAINING**

Teachers will be kept up to date with developments in assessment practice through staff meetings and CPD opportunities. Staff should make sure that they are following developments in their subjects through the exam boards. They will have opportunities to discuss with their colleagues within faculties.

### **POLICY MONITORING**

The effectiveness of this policy will be reviewed through:

- Developmental Drop In (DDI),
- Lesson observations
- Book looks
- Fortnightly head of faculty checks
- Student voice meetings
- Subject Deep Dives.

### **LINKS WITH OTHER POLICIES**

This assessment policy is linked to:

- Curriculum policy
- Teaching and Learning Policy
- Non-examination assessment policy
- SEND policy
- School Calendar – contains assessment and reporting information.

### **POLICY REVIEW**

This policy will be reviewed annually by Deputy Headteacher – curriculum data and standards. At every review, the policy will be shared with the governing board

## **Appendix 1 - COLLECTING AND USING DATA**

Below is an outline of the data collection and reporting schedule to parents, which also includes when parent's evenings are.

CAT4 tests ([web link here](#)) are used at the start of year 7 to help the school understand the learning styles and abilities of all our students. If a student in years 8-11 does not have a KS2 test score, then they will also take these tests as this will enable us to set accurate GCSE target grades and thus A-level grades.

<b>OVERVIEW</b>	<b>Year 7</b>	<b>Year 8</b>	<b>year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>year 13</b>
<b>CAT4 NGRT</b>	Oct. Parents tutor evening						
<b>Review</b>	Dec	Dec	Dec	Dec	Dec Mocks in Nov	Dec	Dec Mocks in Nov
<b>Review</b>	Mar	Mar	Mar	Mar	Mocks in Feb.  Mar	Mar	Mocks in Feb.  Mar
<b>Full report</b>	End of year exams in June	End of year exams in June	End of year exams in June	Mocks in June  June	NO	Mocks in June  June	NO
<b>Parents Evenings</b>	October for CAT4 (In person)  June (online)	April (online)	Jan, with option evening (In person)	Oct (online)	Dec (online)	Nov (online)	Nov (online)

The data collected from teachers will be shared with stakeholders in the following way

Parents: A Review and Full report will be sent at each review point in the calendar

SLT: will receive an outline of the students' progress after each data review and full report

It is important to us that we are not creating undue stress and workload on our teachers.

The data that we collect is available for teachers to input and amend throughout the year, which in essence creates a 'live' mark book and saves time for teachers.