



Policy for

ASSESSMENT & REPORTING

Responsibility

Vice Principal, Assistant Principals

Aims

1. To ensure that all programmes of study are regularly assessed and that assessment is an effective diagnostic tool to inform teaching and learning.
2. To give pupils and their parents accurate and honest information on a pupil's progress in the form of a report at the end of college term.

Objectives

1. To assess, record and report systematically the progress of individual pupils as well as having a whole class/group overview.
2. To translate the assessments and records into clear targets and action plans for pupils.
3. To ensure that where there are learning difficulties parents are informed of these at the earliest opportunity.
4. To demonstrate the importance of reporting to pupils on their progress. This is substantiated with work marked against agreed subject / college criteria that is comparable with the standard of their peers.
5. Assessment, recording and reporting should identify the current level of attainment of individual pupil against their minimum Target Level / Grade.
6. In addition to the above any written assessment, recording and reporting should be in a style that is both meaningful and accessible to pupils, parents and other agencies.

Guidelines

1. The college policy is to assess, report and record end of unit / module achievement for individual pupils (as well as on-going assessment, reporting and recording).
2. An annual profile will be completed summarising the pastoral achievement of each pupil.
3. A full college profile will be completed on an annual basis that reflects subjects and pastoral achievement for each individual.
4. Profile reporting must be made available to parents, but should not be, if a summative profile, the first indication of any concerns.
5. Parents must have reported to them each year : -
 - i) brief particulars of a pupil's progress in subjects and activities studied as part of the curriculum and the results of any public examinations entered by the pupil, and any vocational qualifications gained.
 - ii) details of a pupil's general progress.
 - iii) Arrangements under which the report may be discussed with teachers at the college.
 - iv) where the pupil is assessed at the end of a Key Stage:
 - (a) a statement that the levels have been arrived at by statutory assessment.
 - (b) a statement where a pupil has been exempted from any attainment target under Section 18 or 19 of the Education reform Act 1988.

vii) At the end of Key Stage 3: -

- (a) level obtained in core subjects of English, Mathematics, Science and all foundation subjects.
- (b) a brief commentary setting out what the results show about the pupil's progress in the subject.

5. At the end of Key Stage 4:

- i) the subjects which the pupil has been awarded in GCSE certificates or other qualifications or credits towards a qualification, and the grades given.

6. Key Stage 5:

- i) A regular report 3 times a year summarising attendance, punctuality, work completed and an estimated grade for each subject being studied.

Implementation

1. All departmental schemes of work must include assessment criteria, structured around units of study.
2. Pupil's work must be marked regularly, homework set every week, feedback given on their progress and parents alerted if work is not completed on time or is below standard.
3. Where grading is used in profiles, there should be an accompanying explanation.

Evaluation

1. Vice / Assistant Principals / Heads of Faculty will scrutinise profiles to ensure that the way they have been written complies with college policy, and will comment on the efficiency with which staff carry out the reporting cycles.



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Appendix A

ASSESSMENT MANAGER REPORTS and LEVELS

Key Stage 3

Commitment to learning will be recorded with levels 1-5 and will reflect the pupil's commitment and contribution to the lessons/tasks/projects/practical work

1. Above the expected level and if maintained, should lead to an improved MTL
2. At the expected level and if maintained should mean the MTL is attained.
3. Slightly below the expected level.
4. Significantly below the expected level and unless improved will affect the MTL.
5. No work or insufficient work to be graded

ATTAINMENT will be indicated by reference to the national grading systems appropriate to a given year group:

Autumn and Spring terms:

National Curriculum levels from 1 to 8 will be used, with sublevel qualifiers.
(eg Level 4 will include 3 sub-levels 4a , 4b, 4c)

Summer Term:

End of KS3 teacher assessments for all subjects; NC levels from 1 to 8 will be used, with no sublevel qualifiers.

Key Stage 4

Commitment to learning will be recorded with levels 1-5 and will reflect the pupil's commitment and contribution to the lessons/tasks/projects/practical work

1. Above the expected level and if maintained, should lead to an improved MTG
2. At the expected level and if maintained should mean the MTG is attained.
3. Slightly below the expected level.
4. Significantly below the expected level and unless improved will affect the MTG.
5. No work or insufficient work to be graded

ATTAINMENT will be indicated by reference to the national grading systems appropriate to a given year group:

Key Stage 4

Autumn and Spring and Summer terms for Year 10

Autumn and Spring for Year 11

GCSE grades from G to A* will be used, with split grades acceptable
(eg A projected grade C can be reported as C1, C2, C3)

Key Stage 5

A/S and A level grades from E to A will be used, again with split grades acceptable as above.



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