



Sunderland High School

The best in everyone

Assessment, Recording and Reporting

This is a key policy of Sunderland High School. It applies to all members of the school community including those in our EYFS setting. The policy is available to all parents, prospective parents, school governors, members of the UCST Board and ISI Inspectors. This policy is available in printed form upon request or it can be accessed and downloaded via the school's website, www.sunderlandhigh.co.uk. By contacting either Mrs E. Martin (school registrar, 0191 5677674) or Miss C. McArdle (Junior School Secretary, 0191 5143278) additional copies of the policy can be made available. In addition, larger print copies can also be produced upon request.

Sunderland High School seeks to implement this document through adherence to the procedures set out in the rest of this document.

Sunderland High School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunities Policy document.

This document is reviewed annually by AJS / CWB or as events or legislation change requires. The next scheduled review date is September 2011.

Policy statement

At Sunderland High School, assessment is viewed as essential to and an integral part of effective teaching and learning. It should be incorporated systematically into teaching strategies in order to promote children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored.

Assessment is not an end in itself. We believe that the purpose of assessment is to provide pupils and teachers with information which enables them to decide upon the next steps and make further progress. It also helps the school to strengthen learning across the curriculum and assist teachers in improving their skills and judgements.

The product of assessments and records of children's attainment and achievement form an essential part of the school self evaluation process and inform long, medium and short term planning.

We are committed to the concept of Assessment for Learning, which is based on pupil involvement and ownership of their learning. Pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

The outcomes of assessment should be available to be shared with parents as appropriate so that parents are kept informed as to the progress of their child.

Parents of Sunderland High School pupils receive regular reports of their child's progress and attainment in the main subject areas taught: reports are provided at least twice a year (sent out by mail).

The Assessment, Recording & Reporting Policy will seek to monitor equal opportunities, differentiation, progression and continuity and ensure the fullest possible coverage of curriculum areas.

We are committed to assessing our pupils' work regularly and thoroughly, and to regularly and systematically using assessment to inform teaching planning.

When we are evaluating the performance of our pupils, we are guided by the school's stated aim which is 'to bring out the best in everyone'. We do not want our pupils to settle for less than the best of which they are capable.

We evaluate our pupils' performance with reference to national norms. Participation in a range of nationally standardised testing procedures (NFER/GL, CAT testing, MidYis, Yellis, Alis) is key in providing the data to enable us to do that. Our aim is that our pupils should achieve beyond expectations, and that this should be evident through 'added value'.

Each Department and each member of staff is required to implement this policy in their own area.

Our aims

Through the assessment process, Sunderland High School aims to:

- Comply with statutory requirements.
- Provide information on pupil progress for pupils, parents, Governors and UCST.
- Monitor and guide curriculum development.
- Provide information for teachers to assist with the planning of teaching and learning for whole class, groups and individuals.
- Ensure continuity within the school, especially when teachers or year groups change.
- Provide an accurate assessment of every child's achievement and progress.
- Ensure pupil understanding and involvement in their own learning.
- Help children to develop positive attitudes to learning.
- Recognise the achievements of pupils.

Types of Assessment used at Sunderland High School

At Sunderland High School, our teachers make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives. They monitor and assess as they teach, giving feedback to support pupils as they learn. They involve pupils in reflecting on, evaluating and improving their own performance.

In assessing our pupils' work, we seek to:

- Recognise achievement
- Increase motivation
- Direct learning
- Apply standards of attainment
- Encourage dialogue between teacher and pupil
- Provide evidence of progress and learning
- Facilitate the reporting process

A range of assessment procedures is used throughout Sunderland High School.

Formative Assessment

This is ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the following / next teaching and learning experiences, materials and strategies. Formative assessment is a continuous process, which helps pupils and teachers gauge progress. It consists of observing, commenting on and recording progress during everyday classroom activities.

Formative assessment strategies take a variety of forms:

- Question and answer sessions. This may take place during the main body of the lesson or in a plenary session
- Observation of pupils in individual and group activities.
- Assessment of practical tasks.
- Assessment of written work, either completed in class or as a homework task (see Marking Policy, Homework Policy, Spelling Policy and Presentation Policy)
- Assessment of pupil presentations.

Assessment for Learning

This is an important part of Formative Assessment. Effective assessment for learning involves:

- The sharing of learning goals/intentions with pupils.
- Clear success criteria.
- Consistent feedback and marking strategies. – oral, written or self-marking.
- Effective questioning techniques and use of *ActivExpression*.
- Pupil self-assessment.
- Pupil peer assessment
- Setting of realistic and challenging targets for improvement.

Summative Assessment

Summative assessment **may take the form of end-of-unit tests, internal school examinations or public examinations.** These occur at defined periods during the academic year and are an essential tool for identifying progress over a period of time. Test results give standardised scores and levels, and comparisons to National Standards. Effective teachers use the information gained from assessment strategies to inform and improve their own planning and teaching.

Diagnostic Assessment

All assessments can provide diagnostic evidence. Diagnostic analysis can identify attitudes, knowledge, understanding and/or skills which may be preventing or hindering progress. It includes the identification of individual pupil learning styles and the impact this may have on attainment.

Evaluative Assessment

This informs the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and curriculum provision on pupils' achievements.

Assessment, Recording and Reporting: Roles and Responsibilities

In the Junior School, the development of systems and processes designed to integrate assessment, recording and reporting into curriculum planning is the responsibility of the Head of Junior School, the Assessment Coordinator and Subject Curriculum Coordinators. In the Senior School, this is the responsibility of the Head, the Director of Studies and the Curriculum Committee.

Task: The monitoring of assessment in different areas of the curriculum, achieved through the analysis of test and task results, work scrutiny, planning documents and teacher and pupil records.

Junior School - Responsibilities of Assessment Coordinator / Head of Junior School

Senior School – Responsibilities of the Head, the Director of Studies and the Curriculum Committee

- Summarise formal reporting presented by curriculum leaders.
- Provide information to governors, inspectors and UCST
- Enable staff to share assessment information with colleagues.
- Develop a reasonable timetable of assessment opportunities and monitor success.
- Evaluate the whole school effectiveness of assessment, planning, teaching and learning.

Junior School – Responsibilities of Curriculum Coordinator

Senior School – Responsibilities of Heads of Subject

- Take a proactive role in curriculum leadership and assessment.
- Prepare guidance and provide support for assessment within a curriculum area..
- Be responsible for a curriculum file or handbook.
- Consultation with colleagues to ensure consistency in assessments (i.e. organisation of moderation exercises)
- Organisation, review, ordering and evaluation of resources.
- Analysis of test results to inform future planning for a curriculum subject.

Junior and Senior School - The role of the Class/Subject Teacher

- Plan assessment within teaching and learning activities.
- Evaluate the results of assessment tests and tasks.
- Use assessment to set targets for class, groups and individuals.
- Consult colleagues for extra information, guidance, moderated judgements and assessment opportunities.
- Provide information for informal and formal discussion with parents regarding the progress of their child.
- Provide opportunities for pupil self evaluation and peer assessment.
- Keep accurate, regularly updated records of achievement for pupils.

Assessment, Recording and Reporting Procedures in the Junior School

Assessments used in Junior School

Formative: In Early Years, the *Foundation Stage Profile* is completed by teachers and key workers both in the Nursery setting and Reception classes. A learning log provides additional evidence of attainment.

Summative: Early Years testing takes place at the beginning and end of the Reception year using *PIPs*.

In Years 1 – 6, teacher and pupil assessment is supported by *Achieve Assessment* tasks (*Rising Stars*) in English and Mathematics. National curriculum levels are used to assist individual pupil target setting

Pupils in Years 1 – 6 also take *GL Assessment Progress Tests in English and Mathematics* in May/June of each academic year. In addition, reading attainment is assessed using *Reading Now*, *Suffolk Reading and Single Word Spelling* materials. Some of these tests are computer-based whilst some are pencil and paper tests. An annual schedule of testing is attached to this policy (Appendix 1).

Diagnostic: *CAT Testing* is carried out in Years 3 and 5.

Additional testing is sometimes used to inform specific provision required for pupils identified as having Special Educational Needs. Further information is available within the SEN and Gifted & Talented Policy documents.

Evaluative: *National Curriculum Key Stage* assessments and tests provide individual pupil levels and cohort attainment comparisons with other UCST schools and national expectations. The SMT together with the Assessment Coordinator and other Junior School Coordinators are responsible for monitoring this.

Records and Record Keeping

Junior School teachers use records to monitor pupil progress, set appropriate targets for the future and to form the basis of reports.

All test results can be found on the Junior School intranet located in the *Staff Shared Area* within the *Reports and Assessment Folder*.

An assessment file for each cohort is completed by class teachers and contains all pupil test results, termly formative assessment records and assessment for learning evaluation sheets.

Additionally, assessment recording is included in:

- Planning documents
- Analysis of children's work
- Teachers' mark books
- Individual portfolios
- Pupil grade cards.
- Reports to parents
- Pupil tracking spreadsheets

Records should be accurate, clear, comprehensive and up to date.

School Data

All test results can be found on the Junior School intranet located in *Staff Shared* area..

The Head of Junior School transfers test data into class / cohort spreadsheets to track pupil and year group progress. These are made available to staff.

Reporting

Parents are informed regularly about the attainment, progress and targets for their child.

There is an annual schedule of meetings and written reports for all parents. Additionally, class teachers will often meet with parents more informally if this is deemed necessary to promote learning.

The following strategies are used within the Junior School:

- 3 parent / teacher consultations during the year.
- 1 written end of year report detailing progress in all curriculum areas with attainment levels and targets.
- Mid year report cards for Y3 –Y6 giving attainment grades, standardised scores, effort grades and targets.
- Meetings to discuss IEPs, IBPs or other concerns.
All additional meetings with parents should be recorded. File notes should be kept in pupil record files in the school office and a copy should be given to the Head or Deputy Head.
- Reports should be an honest assessment of a child's progress and comments should include positive advice for improvement.
- Marking should be positive and appropriate for purpose. Comments should be used to set targets. Marking provides guidance and highlights teaching points.

- Stars stickers and stamps should be used as appropriate. House points provide additional incentives. At Key Stage 1, individual star charts are used to reward effort and attainment. At Key Stage 2, pupils are awarded 'house points' to recognise the achievement of targets. Bronze, Silver and Gold Certificates are then presented to pupils in assembly.

Parents' Evenings

There are a number of parents' evenings held throughout the year:

Autumn Term – Meet the Teacher (awareness of work to be done during the year)

Progress Meeting with class teacher

Spring Term – Parents' Meeting to discuss progress with subject teachers

Summer Term – Parents' Meeting to discuss progress with subject teachers

Assessment, Recording and Reporting Procedures in the Senior School

Records and Record Keeping

Teachers use records to monitor pupil progress, set appropriate targets for the future, and to form the basis of reports.

Each Senior School teacher is provided with a mark book and is expected to record details of classwork / homework / test / examination marks and grades. These should be dated. (See Marking Policy.)

Results of formal tests are sent to the Head Teacher along with a copy of the paper set. Class and Year averages are required.

It is a courtesy that examination results should be copied to the Head prior to the publishing of results to pupils.

An assessment file for each cohort is compiled by the Head. It includes all pupil test results, both internal and external, together with the results of baseline tests taken throughout a Senior School pupil's academic career, and other related data.

Baseline tests:

Year 7	MidYis, CAT, GL Spelling, Reading and Mathematics
Year 8	GL Spelling and Reading
Year 9	CAT, GL Spelling and Reading
Year 10	Yellis
Year 12	Alis.

Baseline testing results can also be found on the Senior School intranet located in *Staff Shared* area, in the file named 'Baseline test results'.

All records should be accurate, clear, comprehensive and up to date.

Reporting to Parents

The School is committed to keeping parents fully informed of their sons' and daughters' attainment, progress and targets. A range of strategies is used to do this: end of term reports; interim reports; pupil review forms; and parents' evenings. Parents are encouraged to make contact with the school at any other time if they have concerns about progress. Additional meetings will be arranged with parents if this is deemed necessary to promote learning. The homework diary may be used as a channel of communication by parents and by teachers

Reporting and assessment dates are listed in the termly school calendar. The pattern of reports and assessments is different for each year group in line with their needs at the various stages of their schooling.

End of term reports are word processed, using the school's reporting system (Engage). These reports should refer to progress made since the last end of term report (one or two terms). They should also provide constructive advice as to ways in which the pupil can improve upon his/her performance. This advice may be integrated into the main text of the report or be presented separately, as targets.

Interim reports are usually completed either with a series of ticks in the appropriate boxes, or with a series of brief comments, or both. Interim report forms should be completed in blue or black ink. A photocopy is taken by the Head of Year for the pupil's file.

Reports for Year 11 Professional Development Files (formerly known as Records of Achievement) are also word processed. They are final documents which will be kept by the pupil and used as part of their on-going record. It is expected that they will be read not only by pupils and parents, but also by university admissions tutors and employers. The comments should summarise the performance of the pupils over the two years of their GCSE course.

Pupil Review Sheets ('Round robins') are informal written reports from teachers to the Head, Deputy Heads, Year Co-ordinator or Form Tutor. They are almost always used as the basis for a verbal report to parents. They should give specific information about the pupil's progress, and should raise any concerns very clearly. They may be requested as a result of a concern expressed either by the school or by the pupil's parents.

Sixth Form Monitoring Sheets are issued each half term. A 'traffic light' system is used to indicate if a student is exceeding expectations (green), meeting expectations (amber), falling below the required standard (red). The Head of Sixth Form contacts parents personally where there is cause for concern.

Guidelines for report writing.

Two full sets of reports on each pupil's progress and attainment in the subjects taught are sent to parents each year. Currently this is done by mail.

- Reports should be clearly understandable and helpful to the pupil.
- Comments should be specific to the subject and to the pupil.
- Comments should be informative about the standard of work achieved.

Individual advice about report writing is readily available from Heads of Department, the Deputy Head or the Head.

The Head reads through all pupil reports before they are sent to parents.

Parents are always asked to sign to confirm that reports have been received. The Parent Reply Slip contains a space in which parents may comment if there is any matter which they would like to follow up. Parent Reply Slips are collated by Heads of Year and action is taken as required.

Pupil self-evaluation

In addition to comments from staff, pupils are encouraged to reflect on their own progress and to make a comment, which is included in the set of reports. This comment will be written with the guidance of each pupil's form teacher or tutor during a tutorial period. The pupil report in Years 7 - 11 will be included in the set of reports, which goes home to parents. In the Sixth Form, the pupil report will form part of the tutorial discussion

Course statements

Parents of pupils in Years 7 - 11 are kept informed of what to expect in each subject by means of Course Statements, which are published for each Year Group at the beginning of the year. If parents require more detailed information about the curriculum in individual subjects they may approach the subject teacher direct.

Internal Examinations

Internal Examination papers are set by subject teachers twice a year, with the exception of Year 7 (once a year).

- In the Autumn Term, there are Assessment Tests for Year 8 and 9, and Mock GCSE examinations for Year 11.
- In the Spring Term there are examinations for Year 10.
- In the Summer Term there are internal examinations for all pupils not involved in public examinations.

Pupils should understand how and why they are being assessed so that they can use the information they receive from assessment in a constructive way. To this end, detailed revision lists should be provided prior to examinations, which are followed by detailed reports. Pupils should also be familiarised with the format of the examination.

All examination papers must give clear instructions to candidates and must include an indication of the length of the examination. A standard Cover Sheet must be used which gives information to both candidates and invigilators. A standard sheet must be prepared for invigilators with instructions for handing out and collection. This must be on the top of each set of examination papers.

Subject teachers should go over examination scripts with their classes following the examinations, so that pupils can see where and how they have gained/lost marks and use this knowledge to help with their future study of the subject.

No question paper, nor returned script, is to be given to a pupil to take home without prior discussion with the Head.

Parents' Evenings

Each year group has at least one parent/teacher meeting per year to discuss the progress of pupils. This takes place from 4.30-6.30 pm approximately. The dates of these meetings are in the school calendar. The general pattern is:

Year 7	Autumn Term	Meet the Staff
	Spring Term	Parents' Evening
	Summer Term	'Celebration of Achievement'
Year 8	Spring Term	Parents' Evening
	Summer Term	'Reflections' Evening
Year 9	Autumn Term	Parents' Evening
	Spring Term	GCSE Choices Evening
	Summer Term	'Serendipity' Evening
Year 10	Spring Term	Parents' Evening
	Summer Term	'Taking Stock' Evening
	Summer Term	Individual conferences with Head of Year
Year 11	Autumn Term	Parents' Evening
	Spring Term	Family Conferences
	Summer Term	Post-GCSE Conferences
Year 12	Autumn Term	Parents' Evening
	Spring Term	Parents' Evening
Year 13	Autumn Term	Parents' Evening

These meetings provide an invaluable opportunity for dialogue between parents and teachers. Attendance at these meetings by teachers is part of professional duties.

Reviewed January 2011



Sunderland High School **Appendix 1 - Junior School On-Line Digital Test Schedule**

YEAR GROUP	TEST	TIMING
Reception	Baseline on entry PIPs	September
17 pupils	Follow up Baseline PIPs	June
Year 1	Reading Now - Paper Based	September / October
21 Pupils	Progress in English – Paper Based	May / June
	Progress in Maths – Paper Based	May / June
Year 2	Reading Now – Paper Based	September / October
15 Pupils	Progress in English 7	May / June
	Progress in Maths 7	May / June
	Key Stage 1 Teacher Assessment - Paper Based	May
Year 3	Suffolk Reading	September / October
16 Pupils	Progress in English 8	May / June
	Progress in Maths 8	May / June
	Single Word Spelling 7	September / October
	CAT A	May / June
Year 4	Suffolk Reading	September / October
17 Pupils	Progress in English 9	May / June
	Progress in Maths 9	May / June
	Single Word Spelling 8	September / October
Year 5	Suffolk Reading	September / October
25 Pupils	Progress in English 10	May / June
	Progress in Maths 10	May / June
	Single Word Spelling 9	September / October
	CAT B	February / March
Year 6	Suffolk Reading	September / October
22 Pupils	Progress in English 11	October
	Progress in Maths 11	October
	SHS Senior School Entrance Test - Paper Based	January
	Key Stage 2 SATs English Maths - Paper Based	May

YEAR GROUP	TEST	TIMING
Year 7	Suffolk Reading	September
pupils	Single Word Spelling	September
	Progress in Maths	September
	CAT	September
	MidYis	September
Year 8	Suffolk Reading	September
pupils	Single Word Spelling	September
Year 9	Suffolk Reading	September
pupils	Single Word Spelling	September
	CAT	September
Year 10	Yellis	October
pupils		
Year 11	GCSE - Paper Based	May / June
pupils		
Year 12	Alis	October
pupils	AS Levels - Paper Based	
Year 12	Alis	October
pupils	A Levels - Paper Based	May / June