

West Monmouth School

Ysgol Gorllewin Mynwy



A R R Policy

Polisi A R A

Date Approved by Governors:

Date Reviewed by Governors:

WEST MONMOUTH SCHOOL – ARR POLICY

1. Opening Statement

DEFINITIONS

Assessment: The judgement teachers make about a child's attainment based on knowledge gained through techniques such as observation, listening, questioning, marking pieces of work and testing.

Recording: The process of documenting significant attainments, to inform teaching, curriculum planning and reports to parents of others.

Reporting: The process of disseminating information to all parties, i.e. pupils, parents, teachers, Headteacher, Governors and subsequent institutions.

- 1.1 Under Section 2 of the Education Reform Act 1988 every maintained school is obliged by law to deliver a National Curriculum to pupils of compulsory school age in England and Wales.
- 1.2 The National Curriculum defines the assessment arrangements for pupils in Years 7 - 11 of compulsory schooling. Assessment arrangements are thus integral to the National Curriculum.
- 1.3 All maintained schools are required to teach within the framework of the statutory programmes of study, directing the learning of their pupils towards the statutory attainment targets, and assessing their progress against these targets.
- 1.4 Regular and systematic assessment of a pupil's progress throughout compulsory schooling is an essential component to the National Curriculum. Its primary purpose is to provide a clear picture of what pupils have achieved against individual subject attainment standards by the end of three Key Stages of their school life.
- 1.5 This arrangement provides the means by which:
 - Teachers can determine how best to respond to pupils' individual strengths, and/or weaknesses.
 - Schools can report to parents on the attainment of their children.
 - The performance of schools, LEAs and the country as a whole can be monitored.

2. Aims

We aim to:

To facilitate effective **progress** in pupils' learning by its implementation

- To inform all parties of statutory requirements.
- To promote a consistent approach to assessment.

- To offer guidance on Assessment, Marking, Recording & Reporting procedures and practices.
- To provide guidance for each Department to develop its individual assessment policy.
- To detail specific staff responsibilities.

3. Outcomes

The school is committed to achieving the following outcomes from this policy:

- 3.1 To facilitate progress in a pupil's learning, to identify achievement and allow for its recognition and reward.
- 3.2 To provide on-going and manageable information on attainment and achievement for reporting and prediction of targets for individual pupils, departments and whole school at each Key Stage.
- 3.3 To monitor the progress of individual pupils and provide challenging learning activities in order to help them develop more effectively.
- 3.4 To raise levels of confidence and self-expectation.
- 3.5 To motivate pupils and develop their accountability for personal achievement.
- 3.6 To provide information which helps the school evaluate the effectiveness of its delivery of the curriculum.
- 3.7 To provide information on pupils' current knowledge, skills and understanding for reporting and target setting (to pupils, parents, governors, higher education, EAS and Welsh Government).
- 3.8 To satisfy legal requirements.

4. Process

4.1 Assessment Statement

- Effective assessment systems make good use of both qualitative information (teacher and learner commentary) and quantitative information (such as level outcomes, and other numerical data derived from assessments).
- Assessment **for** learning generates a range of qualitative information about individual learners that is most meaningful and helpful to learners, their parents/carers, and to teachers as an aid to planning next steps. This qualitative information should include teacher commentary on learners' work and peer and self-assessment by learners. Such information will form the basis of ongoing teacher assessment within classrooms/equivalent learning environments and within a key stage, and will inform reports to parents/carers at the end of each year.

- Assessment of learning, with formal recording, is needed for strategic planning, leadership, and accountability purposes as well as for individual learners and their parents/carers. It should provide evidence of individual, whole class, cohort and school levels. Such summary information includes numerical or encoded data to show relative performance and change over time in comparison with schools within the same % FSM group and also schools within the WG Family group.
- The End of Key Stage 3 teacher assessment should draw on all current, valid evidence. It must include a summative 'best-fit' judgement of each learner's performance in relation to the national curriculum level descriptions. At the end of Key Stage 3, this covers the core and non-core subjects.

4.1.1 Pupils with Additional Educational Needs

- The process for identification, assessment and provision in accordance with the Code of Practice has been established. This approach recognises that there is a continuum of additional educational needs and that the needs of the majority of these pupils lies at Stages School Action / School Action Plus i.e. their needs are met by the school with the help of outside agencies/specialists.
- Where a pupil has been assessed under Section 5 of the Education Act 1981 as having Special Education Needs, if necessary, he/she should be in receipt of a Statement.
- Teachers should be aware of the Statement and use it to inform curriculum planning for the pupil.
- Annual reviews will be held, involving parents, teachers and other supporting professionals, and, where possible, the pupil. The review will assess the appropriateness of the placement and provision through evaluating the progress made by the pupil during the past year, and identifying curriculum objectives for the coming year.
- The pupil's progress against the objectives agreed at the annual review will be regularly monitored and reviewed.

The above principles must be adopted as strategies by each department facilitating assessment which is relevant to the specific demands of each subject and meets the overall aims of the school.

4.2 Assessment Techniques

Regular assessment of pupils' progress is an integral part of good and effective learning and teaching in the classroom.

A variety of assessment opportunities will be used to produce an overall picture of a pupil's attainment, which could include written, oral, aural, individual or group work, short and extended pieces of work, and investigative work. Examples:

- objective tests/examinations to test what a pupil knows, understands and can do
- regular assessments on a day-to-day basis - structured classwork or homework: wherever possible these should be built into the coursework of study and not be just 'bolt-on' activities

- core tasks - a central body of tasks that all pupils in a year group may attempt
- oral questioning
- responses to practical/creative tasks
- observing/listening/asking questions
- marking of books
- self-assessment / peer assessment
- Formative assessment

4.3 Procedures

- An assessment of pupils' work must be made in relation to the Attainment Targets in the subject being assessed.
- Each pupil will be assessed a number of times throughout the academic year and the assessment information from these assessments will be entered into Go4Schools by the subject teacher.
- Subject Leaders, HOL, SIT and SLT will use this information to monitor performance against agreed targets.
- This information will be used
 - within lessons to help develop each pupil's skills, knowledge and understanding
 - to monitor and track pupils' progress within and through each Key Stage
 - to report on pupils' attainment and wider achievement to parents, carers and staff
 - to provide management information, to inform decision making, for school leaders, managers and governors
 - for evidence of performance within and across schools for local authorities, WAG and the wider community.

Individual pupils need to

- know where they are in their learning at any given time
- understand and agree the next stage in their learning and
- understand how to make that stage of the journey.

This approach to target setting should

- involve pupils' active participation in accepting their individual targets
- ensure they understand how they can best achieve those targets
- highlight the importance of self-assessment as well as teacher assessment

Faculties will:

- Take care when using National Curriculum levels as these are designed as 'best fit' judgements of pupil's learning after a period of learning and teaching.
- Use the programme(s) of study and schemes of work to agree/identify opportunities for assessment
- Plan a variety of learning experiences for pupils in their Schemes of Work so that there is a good balance throughout the course and within individual lessons. This will allow for different forms of assessment to be employed so that weaknesses/strengths in pupils' learning can be identified and improvements achieved

- Set tasks at an appropriate level of challenge for **all** pupils.
- Provide questions and tasks which probe pupils' grasp of background concepts and principles.
- Utilise a range of *informal* assessment techniques e.g. directed questioning, so that pupils are challenged to show the extent of their understanding. Interactive dialogue should not be confined to a minority of pupils, but rather steps need to be taken to involve all pupils.
- Increase the range of opportunities for carrying out continuous assessment by:
 - good classroom organisation which encourages children to work independently while the teacher is concentrating on a small group
 - effective use of the co-operation of support teachers and other adults in the classroom
 - classroom experiences which arise from a wide range of stimuli and lead to tasks which offer opportunities for observation.
- Have clear and high expectations of pupils' performances and provide them with assessment criteria so that they are clear about what they need to learn.
- Ensure that procedures and practices adopted for assessing pupils' progress are not too time-consuming and bureaucratic for teachers and/or pupils.

4.4 **Monitoring and Evaluation within Departments**

- Each department meeting should have 'pupil progress' as a standing agenda item. Those pupils causing concern (as well as those who might be excelling) should be discussed.
- Department reviews will provide an opportunity for a subject leader to discuss with the head teacher and their line manager issues relating to the monitoring and evaluation of assessment, recording and reporting for their subjects.
- The Assessment periods will focus on the progress of all pupils in the school and instigate monitoring/mentoring procedures for underachieving students.

4.5 **Recording**

Recording attainment is an important aspect of Teacher Assessment and should take place throughout each Key Stage.

- Records of Teacher Assessment against all the National Curriculum Attainment Targets should be maintained.
- At KS3, samples of pupils' work should be maintained to generate a reference set of exemplars in each subject area.
- All staff within each department should be involved in standardising and moderating the work at the end of Key Stage 3 prior to finalizing the End of Key Stage Attainment for Year 9 pupils.
- Teachers' records must be supported by appropriate samples of pupils' work, which provide the evidence upon which the records have been based.

- It will be necessary for each subject department to determine what work is to be kept.
- These records should be used to review pupils' progress regularly and to set appropriate targets for the future.
- The records can help teachers evaluate the effectiveness of their teaching programmes and influence lesson preparation and long-term curricular planning.
- Teachers/subject departments will make use of their records to determine the composition of teaching groups and to decide entry tiers for national tests and GCSE examinations.
- As records are regularly updated they will provide a secure basis for reporting attainment and progress to parents.

4.6 Reporting

The statutory requirements for reporting to parents on the achievements and progress of pupils have been laid down in Circulars 5/92 and 14/92. Every effort will be made to fulfil these requirements and to amend policy in the light of future legislation.

It is required that:

- The Headteacher will ensure that all pupils on the school roll receive an annual written record.
- The report should contain information on general progress and "brief particulars" of the pupils' achievements in all subjects they are taught, providing parents with a clear picture of their child's achievement and progress within the National Curriculum.
- Comparative information will be provided at the end of a Key Stage about a pupil's performance within the school and nationally.
- The result of any public examinations taken by pupils should be included in the report where appropriate.
- The report should include arrangements for parents to discuss the report with teachers.
- A summary of the pupil's attendance and the number of unauthorised absences should be recorded.
- Provision for information about the performance of the cohort of pupils in the year group, particularly in relation to public examinations, will be via the annual statistical report prepared by Miss T Saunders.
- All school leavers (Year 11) should be provided with a portfolio of Achievement.
- The school will transfer all records of attainment, including National Curriculum Assessments, when a pupil transfers to another school.

4.7 Transition information

The Head of Learning will oversee this process in accordance with the agreed Transition Plan and with reference to Wales-only legislation (Education Act 2002).

- Both qualitative and quantitative assessment information should be transferred to inform receiving teachers and schools.
- At transition from Key Stage 2 to Key Stage 3, West Monmouth School will utilize assessment information from primary schools as the main evidence base for supporting each learner's progress during the first term of Year 7. National tests, WRATS, ALFIE will also be used to inform setting for individual pupils/groups of pupils in most subject areas.
- For the core subjects (English, Welsh, Welsh second language, mathematics and science) the school will follow statutory requirements for cluster group moderation, to ensure a shared understanding of standards and the availability of robust assessment information.
- West Monmouth School will actively support their cluster by ensuring:
 - appropriate time for cluster group moderation meetings
 - teacher representation at cluster meetings
 - agreed decisions and outcomes from cluster meetings are implemented by all relevant staff.
- Year 6 to Year 7 transfer of core subject national curriculum outcomes/levels and linked qualitative teacher commentary provide sufficient information for West Monmouth School's early assessment of individual learners. The Head of Learning will ensure that this information is fit for purpose and utilised fully.

5. Monitoring, Evaluation and Review

- 5.1 The assessment manager will monitor that subject departments have taken steps to draw on evidence of attainment from practical work, homework, written work completed in class, school examinations and tests. Evaluation of attainment will use a variety of assessment techniques.
- 5.2 The assessment manager will ensure that departments are keeping records and retaining 'appropriate' evidence of each pupil's attainment against National Curriculum Attainment targets and will ensure that all statistics are processed to meet WG requirements.
- 5.3 The Headteacher will be responsible for ensuring compliance with the statutory orders for teaching, assessing the National Curriculum and for reporting to parents.
- 5.4 The Governing Body will be responsible for ensuring that the Headteacher fulfils the statutory orders.
- 5.5 The Governing Body has a responsibility to support the Headteacher in securing standards of assessment, which are in line with national standards.
- 5.6 The Governing Body, in consultation with the Headteacher, pupils, staff and parents, will regularly review this policy and associated procedures in order to ensure its continuing effectiveness.