

## Assessment, Recording and Reporting Policy

Policy Code:	TL4
Policy Start Date:	September 2018
Policy Review Date:	March 2021

Please read this policy in conjunction with the policies listed below:

- HR2 Appraisal Policy (Staff)
- TL7 Teaching and Learning Policy
- TL1 Access to Fair Assessment Policy
- TL11 Homework Policy
- The Priory Federation of Academies Trust Lesson Expectations Guide.
- The Priory Federation of Academies Trust Lesson Observation Guide.

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## **1 Policy Statement**

- 1.1 This policy should be read alongside the Trust's Maximising Learning guidance which exemplifies the Trust approach to effective teaching and learning.
- 1.2 This policy should be read alongside each Academy's individual Assessment, Recording and Reporting (ARR) guidance procedures.
- 1.3 The Priory Federation of Academies Trust (The Trust) is committed to engaging all staff and students in the use of formative and summative assessment strategies that promote learning. Staff and students will be supported by valid and easily accessible data about students' attainment and progress. Staff will support students to gain an understanding of their current attainment, their targets and progress towards them, and in discussion with students, put in place actions that will raise the individual achievements of all students.
- 1.4 The Trust's Priory Bacallaureate framework presents the Trust's approach to Curriculum and Assessment and provides tools for self-, peer- and external review of academy practices.
- 1.5 References to the Trust or Academy within this policy specifically include all primary, secondary and special academies within the Trust, the Early Years setting at the Priory Witham Academy, Priory Training, Priory Apprenticeships, Lincolnshire Teaching School Alliance and Lincolnshire Teaching School Alliance SCITT.
- 1.6 This policy does not form part of any employee's contract of employment and it may be amended at any time.

## **2 Roles, Responsibilities and Implementation:**

- 2.1 The Education & Standards Committee has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. This committee delegates day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Director of Teaching and Learning.
- 2.2 Leaders and Managers have a specific responsibility to ensure the fair application of this policy and all employee are responsible for supporting colleagues and ensuring its success.
- 2.3 All staff will:

- Recognise the importance of all forms of assessment.

2.4 The following have specific responsibilities which should be carried out in order to ensure the achievement of the aims of this policy.

(a) Teaching staff will:

- (i) Ensure that all assessment activities are an essential part of the learning and teaching process.
- (ii) Ensure all assessment information is used to inform lesson planning and enhance learning.
- (iii) Ensure that, wherever possible, students are fully involved with the assessment process so that students have a clear understanding of their current position and are able to identify their strengths and areas for improvement.
- (iv) Ensure learning objectives and success criteria are shared with and understood by the students during lessons.
- (v) Provide effective oral and written feedback.
- (vi) Where possible, share assessment criteria with students and engage them in the application of these criteria to their work.

(b) Curriculum/Subject Leaders/Heads of Department and Subject/Departmental Teams will:

- (i) Ensure assessment information is used to inform curriculum planning.
- (ii) Ensure that all assessment strategies and recording and reporting systems are regular and rigorous, identifying:
  - Students' strengths and areas for improvement.
  - Targets for students' future learning.
  - Actions students need to take to meet the targets.
- (iii) Monitor and evaluate consistent delivery of the policy at team level.

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- (iv) Provide appropriate support to team members through training materials or coaching.
  - (v) Maintain an overview of attainment and progress levels of each year, group and individual.
  - (vi) Use the Trust's KS3 Key Skills grid where appropriate to ensure that assessment meets the demands of the subject curriculum.
  - (vii) Ensure the frequency of assessment matches the Trust approach to appropriate frequency of formative assessment and reporting.
  - (viii) Collaborate with other Trust academies to reduce workload and share best practice.
- (c) In Secondary academies Heads of Year / Heads of House / Year Directors will:
- (i) Ensure all assessment information is used to inform curriculum planning. Promote the transfer of skills and knowledge across subjects where assessment indicates variation in learning.
  - (ii) Liaise with Curriculum Leaders / Heads of Department to ensure that all assessment strategies and recording and reporting systems are regular and rigorous, identifying:
    - Students' strengths and areas for improvement.
    - Targets for students' learning.
    - Actions students need to take to meet the targets.
  - (iii) Monitor and evaluate consistent delivery of the policy at team level.
  - (iv) Provide appropriate support to team members through training materials or coaching.
  - (v) Maintain an overview of attainment and progress levels of each year, group and individual
- (d) The Senior Leadership Team will:
- (i) Ensure that assessment strategies impact on learners.

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- (ii) Have an overview of student performance in all subjects.
  - (iii) Ensure that all staff, parents and students have access to appropriate, clear and informative assessment data about the attainment and progress of individual students.
  - (iv) Ensure that all staff, governors and trustees have access to aggregated data in a consistent format that identifies the performance of each Academy, year groups, subjects and the attainment and progress of the full range of students represented in The Trust.
  - (v) Ensure that all systems for recording and reporting of assessment data are efficient and effective.
  - (vi) Ensure that previous results, supported by recent teacher assessment, are used to set challenging targets for individual students.
  - (vii) Ensure the Academy sets aspirational targets and that these meet or exceed national standards.
  - (viii) Maintain an overview of the progress of 'groups' of students, especially disadvantaged.
  - (ix) Ensure that moderation and development of assessment at whole-school and subject level with other Trust academies occurs.
  - (x) Ensure involvement in Trust development of ARR in general.
- (e) The SENCo in each Academy will:
- (i) Maintain an overview of individual progress of students who have been identified as having special educational needs (on the Academy's SEN register) or are in the process of being assessed.
- (f) Trust and Academy Governing Committee Members will ensure that the policy is implemented rigorously and effectively so that:
- (i) Each Academy has effective systems in place to monitor students' attainment and progress.

- (ii) The systems set out in this policy are fully in place, through discussion with Trust staff, the Headteacher of each Academy and others and, in the case of the Academy Governing Committee, the Trust's CEO.
- (g) Those with parental responsibility will be encouraged to:
  - (i) Work in partnership with relevant stakeholders, acknowledging the specific needs of the student.
  - (ii) Support the policy of The Trust by providing support for students at home.

### **3 Aims**

#### 3.1 The Trust aims to:

- (a) Have an aligned process that optimises learning and reduces workload.
- (b) Foster an understanding and positive attitude to Assessment, Recording and Reporting throughout the learning community.
- (c) Adopt a consistent approach to assessment, recording and reporting on students at all stages of education (EYFS, KS1, KS2, KS3, KS4 and the sixth form).
- (d) Understand and utilise the range of data available relating to its students.

### **4 Achieving the Policy Aims**

#### 4.1 Academies will maintain effective student engagement in the ARR process by:

- (a) Wherever possible, ensuring that students have ownership of their learning and understand how to improve their performance.
- (b) Ensuring that students know their targets and the steps required to achieve them.
- (c) Ensuring that students can access appropriate support and advice to support their progress.

#### 4.2 Academies will assure the effectiveness of the policy by:

- (a) Adhering to the Trust's ARR policy.

- (b) Adhering to the Academy's ARR guidance procedures supports the Trust's ARR policy.
- (c) Ensuring that each department has an ARR element in their department development plan (Secondary only).
- (d) Ensuring that each Department / Year Director / Head of House agenda evaluates current data against targets (Secondary only).
- (e) Ensuring that appropriate intervention strategies are employed by all relevant staff to promote progress.
- (f) Evaluating the quality of teaching and learning against the Trust's Maximising Learning framework.
- (g) Recording and reporting student progress to relevant stakeholders on a regular basis.
- (h) Creating effective and relevant action plans, based on current data, at regular intervals throughout the year.

4.3 Academies will develop an aspirational target culture where all stakeholders aspire to achieve the best possible outcomes for all students by:

- (a) Promoting skills, knowledge and positive attitudes towards effective ARR throughout the learning community.
- (b) Acknowledging the responsibility of all staff to share good practice.
- (c) Implementing high-quality provision that incorporates early identification of needs, differentiated learning, challenging targets and well-focused intervention procedures where they are appropriate.

## **5 Policy Change**

5.1 This policy may only be amended or withdrawn by The Priory Federation of Academies Trust.

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## **The Priory Federation of Academies**

### **Assessment, Recording and Reporting Policy**

This Policy has been approved by the Education and Standards Committee:

Signed..... Name..... Date:

Trustee

Signed..... Name..... Date:

Chief Executive Officer

Signed..... Name..... Date:

Designated Member of Staff

Please note that a signed copy of this agreement is available via Human Resources.