Sir John Nelthorpe School

Assessment, Recording & Reporting Policy

Author	Mrs R Peck / Miss L Keal
Last reviewed	Spring Term 2026
Next review date	Spring Term 2027
Consultations/Training	SLT/Teaching Staff

Assessment, Recording & Reporting Policy

Introduction

The ARR Policy is closely linked to other key school policies (in particular: Teaching and Learning) to ensure whole school consistency of approach. The process of assessing, recording and reporting is required to:

- Inform pupils, parents and teachers of attainment and progress being made by pupils in all areas of the curriculum
- Allow realistic targets for improvement to be set within subject areas, linked to benchmark data (eg: Fischer Family Trust target grades)
- Enable effective tracking of pupils towards targets
- Include both formative and summative elements
- Provide opportunities for self and peer assessment
- Recognise achievements of all kinds
- Facilitate progression from year to year within the school and, where necessary, between schools.

Section 1: General Principles of the ARR Policy.

Guidelines for Effective Assessment

Good assessment practice should:

- Use a wide range of assessment techniques in a variety of contexts, including marking of classwork and homework, observation and discussion in the classroom, written and practical tests. To facilitate this, opportunities for regular assessment should be built into schemes of work
- Be valid and reliable through the use of objective and consistent criteria which are well understood by teachers, pupils and parents
- Have a positive impact on pupils' attitudes, motivation and self-esteem. This is more likely where pupils see assessment primarily as a means of improving their standards of work and promoting their general development
- Support learning by making it clear to pupils: what they are trying to achieve in a particular task, giving a clear picture of what they have achieved through quality marking, what they now need to do to improve and the setting of future targets
- Be used by teachers to plan future work which is appropriate to the needs of individual pupils.

Guidelines for Effective Recording

Good record keeping should:

- Comply with the whole school policy to ensure consistency of approach within all faculties
- Involve a clear distinction between attainment and effort
- Identify a wide range of pupil achievement using agreed and objective criteria
- Be regularly reviewed and updated
- Provide a secure basis for reporting attainment to pupils and parents
- Be supported by evidence of pupils' work
- Be used to review pupils' progress regularly (through means of the tracking system) and set appropriate targets for the future
- Provide a means of collating important assessment data within faculty's for purposes of monitoring individual, class and year group progress and facilitating setting arrangements.

Guidelines for Effective Reporting

Good reporting should:

- Provide parents with a clear picture of their child's achievements and progress in all areas of the curriculum and clearly reflect attainment as judged against objective criteria
- Provide information relating to the content covered within individual subject areas and the opportunities presented for learning and development of skills
- Set targets for future learning with appropriate strategies for their achievement
- Be supportive and promote pupils' self esteem
- Encourage parental involvement in their child's learning.

Summary of Statutory Requirements for Reporting to Parents:

The school must send parents at least one written report every school year at a time of the school's choosing. Parents must be provided with information relating to:

- the pupil's progress in all subjects studied
- general progress and an attendance record
- any public examination results (including any vocational qualifications and/or credits towards these); and
- the arrangements to discuss the report with the school (eg Progress Evenings).

A report to a pupil's new school must contain as a minimum:

- the pupil's past National Curriculum assessment results (if appropriate)
- any public examination results (including any vocational qualifications and/or credits towards these); and
- the teachers' latest assessments of the pupil's progress

A report to a school leaver must contain as a minimum:

- any public examination results (including any vocational qualifications and/or any credits towards these)
- details of progress in other subjects and activities studied
- attendance data

Section 2: Policy into Practice.

Assessment.

Assessment of learning:

- Is about progress; it is a summative assessment of the progress a child has made
- It should be expressed in terms of GCSE grades using descriptors as appropriate
- It shows where a child is at a given point – end of a unit of work, end of module, end of term, end of year
- It provides a judgement of progress when compared to prior attainment
- It facilitates assessment **for** learning in that it supports assessment feedback: "this is where you are now, and this is what you need to do in order to move forward."

Purpose:

- It provides information for pupils, parents, other staff in school on progress made
- It provides data which can be used to analyse rates of progress of individuals, groups, subjects by various staff (tutors, Learning Co-ordinators, subject staff, Heads of Faculty, SLT)

We also need to assess the learning which has taken place in a particular lesson (or series of lessons) and the progress which has been made by groups / individuals in order to reflect on:

- How teaching has impacted upon learning
- What future learning opportunities need to be provided

In this way, assessment of learning **informs** assessment for learning.

Assessment for learning:

This takes account of:

- Content, classroom organisation, lesson structures, methodology, preferred learning styles, expectations, pace, challenge, inclusion, opportunities for assessment, opportunities for feedback
- It is developmental and looks at how learning can be enhanced and thus how progress/ attainment can be improved.

We could summarise the distinction as follows:

- Assessment of learning is looking back
- Assessment for learning is looking forward.

Summative and Formative Assessment

SUMMATIVE:

Summative assessments give a snapshot of where a pupil is at a given time – end of term, end of unit/module/ scheme of work. They may derive out of tests/ examinations/ controlled assignments which by their nature are criterion referenced and indicate

current capability. Whilst such assessments may occur at various times during the year, each pupil will be given an attainment or progress and effort grade each term.

Attainment Grades:

KS4:
GCSE grades or equivalent are to be used when assessing KS 4 pupils + or - may be used alongside grades to allow for an indication of progress.
All GCSE Grades are on the 9-1 grading system, and vocational grades vary depending on the course taken. See course specifications for further details

KS3:
GCSE grades or equivalent are to be used when assessing KS 3 pupils + or - may be used alongside grades to allow for an indication of progress. Descriptors may be used in order to make GCSE grades more appropriate for KS3. GCSE grades are not reported to parents, or shared with pupils. Pupils and parents are told whether pupils are making expected progress or not.

Examples:
Attainment
English 5+

FORMATIVE:

Formative assessment is a continuous process and should be an integral part of teaching and learning methodology: informal observations, dialogue/ questioning (individual/ group/ class), plenary activities, routine marking and pupil self-assessment all contribute to the developing profile of individuals' progress. As such they will have a direct bearing on pupil target setting.

Assessment Feedback:

Assessment per se is meaningless unless it is shared with the pupils. At any point in time every pupil in each subject should:

- know progress made compared to targets in KS3 this is done via descriptors (developing understanding/making expected progress/exceeding expectations) and in KS4 and KS5 via a predicted grade.
- understand what needs to be done to make expected progress in KS3 or achieve and exceed their target grade in KS4 & KS5.

In sharing this assessment information with pupils, we should be encouraging them to set aspirational targets.

Each curriculum area needs to:

- use the programme(s) of study 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 preferred learning styles are addressed, weaknesses/strengths in pupils' learning can be identified and improvements achieved
- consider carefully the nature of the tasks set. To have a positive effect on the standards of pupils' achievement, an appropriate level of work needs to be provided with more demanding challenges for more able pupils, and opportunities for reinforcement for the less able
- provide questions and tasks which probe pupils' grasp of the material being studied
- explore pupils' grasp of background concepts and principles. Instead of confining assessments to 'safe' and unchallenging tasks, assignments should

also be devised which create and consolidate understanding and which require application of knowledge and understanding within new contexts. These structured classwork or homework tasks should be based on an agreed framework of criteria and expectations

- utilise a range of *informal* assessment techniques so that pupils are challenged to show the extent of their understanding . These may include oral questioning by the teacher on a whole-class, group, or individual basis, the discussion of individual responses to practical and creative tasks, and helping pupils over specific difficulties as exercises proceed. Pupils' understanding needs to be constantly probed through directed questions with subsequent working of examples offering opportunities for the teacher to work with pupils who have displayed a degree of uncertainty. 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:
    i. good classroom organisation which encourages children to work independently while the teacher is concentrating on a small group
    ii. effective use of the co-operation of Teaching assistants and / or other adults in the classroom
    iii. 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 understandable assessment criteria so that they are clear about what they need to learn
- ensure that, in as far as is possible, account is taken of pupils' prior attainment, particularly that on entry in Yr. 7
- ensure that procedures and practices adopted for assessing pupils' progress are not too time-consuming and bureaucratic for teachers and/or pupils
- ensure that assessments are consistent so that when judgements are made against standards there is fairness for pupils both within a teaching group and between teaching groups
- develop standard activities focused on agreed objectives which have agreed and standardised criteria for assessment
- compare the performance of pupils from different classes on common activities;
- develop a portfolio of material which demonstrates the agreed standards at Key Stage 3 and KS4 and which includes samples that exemplify specific levels and standards
- ensure that coursework is moderated to meet GCSE and A level requirements.

Marking Expectations:

- **While the purpose of marking varies according to the nature of work set, it should normally serve one or more of the following functions:**
    - **to ensure that work has been completed according to instructions**
    - **to ensure the pupil has understood the work and to correct errors and misunderstandings**
    - **to correct errors in spelling, punctuation and grammar (see Appendix)**
    - **to give advice on improving future work**
    - **to assess the pupil's level of achievement**
    - **to praise and reinforce achievement.**
- **Marking should be formative and comment-based. Comments should specify what is good about a piece of work and make suggestions about how the pupil can make progress. There is no requirement to include a**

grade for effort or attainment. Grades or marks may be given at the discretion of the teacher where this is appropriate (in a test, for example) or where this is likely to enhance pupil learning and progress (when pupils at GCSE tackle exam style questions, for example)

- **Staff should mark work regularly with the following best practice in mind:**
  - **effective formative comments are specific about what is good about the work and make specific suggestions for improvements**
  - **it is helpful to give pupils time at the beginning of a lesson to read and absorb their comments**
  - **pupils are more likely to take notice of comments if they are asked to respond or take action in some way. For example, they may transfer advice to a target sheet in their book or answer a question or simply write back to the teacher**
  - **pupils are more likely to read and act on comments if they are not accompanied by a grade**
  - **it is done in green pen**
  - ***pupils are expected to respond to and act upon comments made by staff. This should be done in purple pen***

Frequency and speed of return of marking

Marking should be returned as quickly as possible and sufficiently swiftly to enable pupils to apply any necessary correction to subsequent tasks. In most cases it will need to be marked ready for handing back in the next appropriate lesson with some brief individual feedback. Time should be given at the start of the lesson for pupils to read any comments or suggestions on how to improve and act upon them accordingly. This should be done in purple pen. Teachers should check in subsequent marking that pupils are doing this

Peer and Self-Assessment

Peer and self-assessment are much more than pupils simply marking their own or other's work. In order to improve learning, it must be an activity that engages pupils with the quality of their work and in reflecting on how to improve it. Peer assessment when done effectively provides pupils with valuable feedback enabling them to learn from and support each other. It adds a valuable dimension to learning: the opportunity to talk, discuss, explain and challenge enables pupils to achieve more than they can unaided. Furthermore both peer and self-assessment promote independent learning, helping pupils to take responsibility for their own progress.

<u>Marking of work in Years 12-13</u>

This policy contains the principles upon which assessment and marking of pupils' work in all subjects should be based. Heads of Faculty are responsible for ensuring that these policies are implemented.

Marking

Marking of work is a major component of assessment. Each faculty must adhere to this policy on marking of written work, consistent with the following points.

Marking of written work

Marking of pupils' written work should involve specific comments on:

- **Aspects of work that have either been omitted or not completed**
- **Errors of fact, understanding, or calculation. These should be corrected in writing on the pupil's work itself and where appropriate also through follow-up work in class**
- **The strengths and weaknesses of pupils' work**
- **Appropriate guidance for improvement**
- **Wherever possible, encouragement for achievement should be prominent. Negative comment, where necessary, should be constructive in tone and never personalised.**

Assessment and Grading

- **Each faculty may adopt its own conventions and practices for grading and assessment, as appropriate to the skills and examination formats of that subject**
- **However, it is expected that teachers within a faculty should adopt consistent policies and practices and that pupils understand the basis upon which marks and grades are awarded in each subject**
- **Work scrutiny and monitoring within each faculty should ensure that consistent standards and conventions are applied by all teachers.**

Frequency and Speed of Return of Marking

- **Pupils should have their work marked by teachers at least once a week in every subject. This may be supplemented by oral feedback from teachers and by peer assessment**
- **Marking should be returned as quickly as possible and sufficiently swiftly to enable pupils to apply any necessary correction to subsequent tasks**
- **We aim to return marked work within 5 working days of submission. However, on occasion some more substantive submissions may take longer, for example mock exams or extended essay work.**

Monitoring

- **Work scrutiny must be carried out at regular intervals to ensure pupils are making appropriate progress and that consistency of practice is being maintained within faculty's.**

<u>Recording</u>

1. **Attendance**
   It is the responsibility of the class teacher to record who is present in their lesson using the SIMS system.

2. Classwork and Homework

The class teacher is responsible for recording attainment grades for all pieces of classwork and homework where it is relevant to do so. The most likely way of recording this information is in the teacher planner or mark book, which should be kept fully up to date.

3. Internal Test and Examination Data

This should be recorded in the class teacher's planner and, if necessary, collated by the Head of Faculty (or delegated co-ordinator) using a centralised system which is accessible to all teaching staff. Staff are responsible for submitting assessments at specified dates in the school's SIMS system. The Head of Faculty will oversee and review assessment information in their subject. The Head of Year will oversee and review assessment information from all subjects for the entire year group based on test results or pupil reports. Such data will be used for pupil tracking and intervention purposes.

4. Coursework Marks

It is the responsibility of the class teacher to submit coursework marks to the Head of Faculty (or designated co-ordinator) for collation. Each Head of Faculty should ensure that there is adequate provision for the storage of pupil coursework that moderation procedures are followed in line with the requirements of the examination board and that portfolios of work are prepared and provided for external verification by the dates specified.

Reporting.

Parents will receive three reports per academic year. Two of these will be an Interim Report and one will be a yearly progress report.

KS4 Interim Report

This will be a table/graph showing for each subject studied

- Predicted Grade/Level
- Target Grade/Level
- Assessment scores
- Track it points

There will also be attendance data.
These reports will be generated from SIMS after the assessment data has been collected as per school calendar

KS3 Interim Report

This will be a table showing for each subject studied

- Progress made
- Assessment scores
- Track it points

There will also be attendance data.
These reports will be generated from SIMS after the assessment data has been collected as per school calendar

Yearly Progress Report

Parents will receive a yearly progress report for each child on the dates specified in the school calendar. Reports for KS3 & KS4 will have different layouts but will consist of some of:

- a table of grades/levels for each subject showing a pupils

    - Predicted Grade/Level
    - Target Grade/Level
    - Progress made
    - Assessment scores
- a Tutor Report which is a summary of the progress made in subjects which may outline particular successes or concerns/
- and an Explanation Sheet which outlines the grading system used
- Attendance data

Responsibilities.

Class Teacher
- To provide assessment opportunities in line with faculty policy.
- To mark class work and homework in line with the ARR policy and record marks.
- To provide data on attainment via the centralised SIMS system 3 times per year.
- To write yearly reports for all pupils if they have a tutor group.
- To attend progress evenings to discuss pupil's progress with parents/carers.
- To provide tutors with any necessary/relevant information to support the tutor in writing the tutor comment for progress reports.

Head of Faculty/ Nominated Co-ordinator

- To ensure that school ARR policy is implemented and monitored within the faculty by work scrutiny.
- To offer advice and support to other members of the faculty.
- To collate relevant attainment & progress data and provide attainment grades & progress for reporting to parents.
- To provide mechanisms for the moderation and storage of coursework.
- To ensure that appropriate data for pupil tracking is placed on the centralised system and updated on a regular basis in line with the school policy.
- To review attainment across the subject as a whole and take appropriate action including intervention.

Form Tutor
- To write relevant comments on the 'Tutor Report' for the yearly progress report.
- To ensure pupils copy assessment information into their planners at every assessment point.

Learning Co-ordinator
To read and check pupil reports. To make available to tutors the Tutor Reports and attendance totals.
- To review attainment across the year group as a whole and take appropriate action including intervention.
- To pass on reports to tutors for distribution and to collate feedback from parents.

SLT with responsibility for Assessment, Reporting and Recording
- To ensure that a coherent ARR policy is in place and that it is consistently implemented at all levels.
- To monitor, evaluate and revise the ARR policy as appropriate.
- To oversee the publishing of guidelines for the completion of reports.
- To provide an annual reporting schedule.
- To oversee the basic template for the Subject Reports and Tutor Reports on the school network and ensure that this is fully accessible to staff.

Data Assistant
- To produce set lists in advance for checking by teaching staff.
- To publish guidelines for the completion of reports.

- To provide a basic template for the Interim Reports and Yearly Progress Reports on the school network and ensure that this is fully accessible to staff.
- To provide a summary of pupil grades after each assessment period and the KS4 mocks for Heads of Faculty and SLT.

SLT

- To read and check reports
- To coordinate whole year group work scrutiny and feedback to SLT/Governors.

Links to other policies

- Homework Policy
- Literacy Policy
- Teaching and Learning Policy

Appendix 1 BTEC policies

Assessment Policy

Aim:

To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals

To ensure that the assessment procedure is open, fair and free from bias and to national standards

To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, the centre will:

Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment

Produce a clear and accurate assessment plan at the start of the programme/academic year

Provide clear, published dates for handout of assignments and deadlines for assessment

Assess learner's evidence using only the published assessment and grading criteria

Ensure that assessment decisions are impartial, valid and reliable

Not limit or 'cap' learner achievement if work is submitted late

Develop assessment procedures that will minimise the opportunity for malpractice

Maintain accurate and detailed records of assessment decisions

Maintain a robust and rigorous internal verification procedure

Provide samples for standards verification/external examination as required by the awarding organisation

Monitor standards verification/external examination reports and undertake any remedial action required

Share good assessment practice between all BTEC programme teams

Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff

Provide resources to ensure that assessment can be performed accurately and appropriately.

Maintain and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement

The tutor will decide when the learner is fully prepared to undertake the assessment. Once learners are working on assignments which will be submitted for assessment, they will work independently to produce and prepare evidence for assessment.

Before starting an assessment, the tutor will ensure that each learner understands the:

assessment requirements

nature of the evidence they need to produce

importance of time management and meeting deadlines.

· Once the learner begins work for the assessment, the tutor will not:

provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment
confirm achievement of specific assessment criteria until the assessment stage.

Only one submission will be allowed for each assignment. The assessor will formally record the assessment result and confirm the achievement of specific assessment criteria.

Each learner must submit:

an assignment for assessment which consists of evidence towards the targeted assessment criteria
a signed-and-dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.
formally record and confirm the achievement of specific assessment criteria
complete a confirmation that the evidence they have assessed is authentic and is the learner's own work.

· The assessor will not:

provide feedback or guidance on how to improve the evidence to achieve higher grades.

It may be appropriate for the Lead Internal Verifier to authorise one opportunity for a learner to resubmit evidence to meet assessment criteria targeted by an assignment.

The Lead Internal Verifier will only authorise a resubmission if all of the following conditions are met:

the learner has met initial deadlines set in the assignment, or has met an agreed deadline extension
the tutor judges that the learner will be able to provide improved evidence without further guidance
the assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed-and-dated declaration of authenticity by the learner.

If a learner has not met the conditions listed above, the Lead Internal Verifier will not authorise a resubmission.

If the Lead Internal Verifier does authorise a resubmission, it must be:

recorded on the assessment form
given a deadline for resubmission within 15 working days* of the learner receiving the results of the assessment [* the 15 working days will be within term time, in the same academic year as the original submission.]
undertaken by the learner without further guidance.

Retakes of internally assessed units are therefore not available to learners studying BTEC Firsts and Nationals on the NQF.

Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff

Provide resources to ensure that assessment can be performed accurately and appropriately.

Failure to meet Submission Dates: sanctions

If a learner does not submit their work to the designated person by the deadline set by the assessor without a valid reason then:

- The assessor has the right to delay assessment until the end of the year.
- The learner will be placed in supervised study by the assessor until the work

is completed.

If a learner does not submit their work to the designated person by the deadline set by the assessor on a second occasion in the same academic year without a valid reason then:

The assessor has the right to delay assessment until the end of the year.
The learner will be interviewed by the Head of Centre (or nominated person) and appropriate action taken.

If a learner does not submit their work to the designated person by the deadline set by the assessor on a third occasion in the same academic year without a valid reason then:

The assessor has the right to delay assessment until the end of the year.
The learner will be referred by the programme leader to the Head of Centre and appropriate action taken

At Level 3 persistent failure to submit work to the designated person in the same academic year without a valid reason may result in the learner being removed from the course and jeopardise their place in the School Sixth Form. All assessments will be internally verified (following policy guidelines) before being returned to the learner. Samples of pupils work will be verified within 3 weeks of completion.

- Assessment deadlines must be published to pupils and sufficient time allowed for them to complete the work.
- It is expected that all pupils will submit their assignments according to the assessment schedule they have been given. The Lead Internal Verifier and the Assessor may however use their discretion in cases of illness or other mitigating circumstances to extend deadlines.
- Decisions should be clearly recorded and evidence kept to present to Standards Verifiers if requested. The Quality Nominee should be informed.

It will be made clear to all learners, both during induction and throughout the year, that missing deadlines means that they are not allowed to either resubmit or retake their assignment. This could ultimately lead to them failing the course and if applicable losing their place in the Sixth Form.

Links

BTEC Qualification Specifications: these provide guidance on assessment for each BTEC qualification. All staff teaching on BTEC programmes should have access to the relevant specification. They are published on our website: https://qualifications.pearson.com/en/subjects.html

Pearson BTEC Assessment & Grading Policy: this is our policy on the application of grading criteria when assessing BTEC programmes: www.edexcel.com/policies

BTEC Centre Guides to Assessment: A valuable resource for centres in planning, quality assuring and delivering BTEC programmes: https://qualifications.pearson.com/en/support/support-for-you/quality-nominees/btec-entry-level-3.html