

RIDGEWAY ACADEMY



ASSESSMENT, RECORDING AND REPORTING POLICY

Compiled by: Assistant Headteacher	Revision Number: Five
Approved by: LGB	Date policy agreed: Summer term 2023
	Date of next policy review: Spring term 2025
Signed by: (print name)	Signature:

RIDGEWAY ACADEMY

ASSESSMENT, RECORDING AND REPORTING POLICY

Purpose

At Ridgeway Academy we aim to create a learning environment where every child can thrive, flourish and reach his or her full potential. We believe that this most likely to be accomplished through a close working partnership between the student, parents / carers and highly motivated and skilled staff. A key feature of such a partnership is timely and informative assessment.

Assessment can include immediate feedback in a lesson and targeted feedback followed by REACT (Respond, Evaluate, Analyse, Correct, Target addressed) work and the collection of assessment data at regular intervals. Whichever form it may take, the purpose of assessment is to help students know what they are doing well and what they need to do to improve. The assessment cycle is incomplete unless the student responds to the feedback using it to improve on previous performance.

Relationship to other policies

This policy should be read in conjunction with the curriculum, home based learning, pay and performance appraisal, special educational needs, equality and diversity and teaching and learning policies and also with the home-school agreement. It is also closely related to the school profile.

Role and responsibilities

The **Headteacher** will ensure that:

- students will only follow syllabuses for external examinations approved by the Local Governing Body; this includes registered students studying in other schools and colleges
- where a subject does not have national standards as a reference then school standards will be provided and standardised assessment will be used to inform teacher assessment of student progress
- all teachers receive training on how to use formative assessment to inform lesson planning – this will include the setting of core learning aims, observing students' learning, discussion, questioning and giving feedback (including written feedback or marking)
- feedback of students' work complies with the school guidelines, and is used to motivate students and to provide them with specific guidance on what further learning is required
- whole school and departmental databases of student attainment will be used to track the progress of individuals and also to analyse the progress of groups of students
- all students will receive a tracking report; at least twice a year
- steps are taken to address any underperformance identified by the analyses describe above
- information about individual students will only be available to the student, their parents / carers and relevant members of staff
- parents will be informed regularly about their child's progress and annually about the results obtained in national tests and examinations
- any changes required to this policy in the light of practice and changes in national requirements are reported to the Local Governing Body

All **staff** are expected:

- to assess the evidence of students' learning in accordance with school's feedback policy
- to ensure that students are actively involved in the assessment cycle, either through responding to teacher-led assessment or in self or peer assessment of their own work
- to make every effort to ensure that assessment builds students' motivation, confidence and self-esteem
- to share core learning aims with students at the beginning of lessons
- to review progress towards learning outcomes and/or success criteria during and at the end of lessons
- to ensure students respond to feedback using green pen following REACT protocols
- to use the results of assessment to inform further planning and adaptations

RIDGEWAY ACADEMY

Students are encouraged to take responsibility for their own learning through:

- seeking advice and help in improving their own work and responding to that advice and help
- responding to written feedback on their work and completing all REACT tasks
- setting targets for their own learning as part of the school's review and reporting system
- taking responsibility, with the help of staff, for taking steps to meet their learning targets

The **Local Governing Body** is responsible for ensuring that the school profile includes information about the school's National Curriculum assessment results and GCSE, vocational, AS and A-level results and that national comparative data is provided for similar schools and national averages.

Arrangements for monitoring and evaluation

Subject leaders will oversee marking and assessment practice within their areas of responsibility. Lesson observation and work sampling will be part of this process. The Senior Leadership Team and the Local Governing Body will evaluate the success of the policy by asking for feedback from students, teachers and parents.

The Headteacher will report annually to the Local Governing Body on:

- The outcomes of monitoring and changes in practice that have resulted from them
- The overall standards achieved at the end of each key stage by gender and ethnicity, compared with national benchmarks
- The standards achieved by students with SEND and groups considered to be vulnerable
- The impact of external intervention or support on standards
- The views of staff about the action required to improve standards
- Feedback received from students and parents