



Pupil Assessment, Progress-Tracking and Reporting Policy

Reviewed September 2021

1. **AIMS**

- 1.1 To be a Catholic school where all members of the community live according to Gospel values and the principles and teachings of Mary Ward, promoting the virtues of freedom, sincerity, justice, truth and joy, to allow all members of the community to feel secure and able to work and live in an atmosphere of courtesy and respect.
- 1.2 The Governors seek to ensure that the values of Mary Ward are reflected in the planning and delivery of all policies. The principle values covered by this policy are:
 - **Truth** – This policy enables pupils, staff and parents to recognise how a Loreto education can best enable high achievement for all.
 - **Justice** – Honest assessment supports those who strive to achieve, regardless of level of achievement.
 - **Joy** – Accurate reporting celebrates success, and the contribution of the individual to the life of the school.
- 1.3 To create a caring and stable environment, in which each person is respected as an individual with unique gifts, talents and ambitions, and is given the freedom and confidence to develop these.

2. **GUIDING PRINCIPLES**

- 2.1 Assessment is an integral part of teaching and learning. It can take many forms, from simple oral questions asked by teachers through to formal external examinations such as GCSEs. It would be impossible to share the outcome of every single assessment with parents, therefore reports and parents' evenings are used to provide summaries of overall progress.
- 2.2 We recognise the importance of regularly reviewing our methods of assessment in order to ensure that they comply with external requirements and in order to compare them with best practice locally and nationally. Our current approach to assessment and reporting is shaped by the following guiding principles, which are based on those outlined by the DfE in April 2014 and we comply with all GDPR guidelines.
- 2.3 **Assessment must help to improve pupil progress**
 - a) Assessment must inform subsequent teaching and learning.
 - b) The majority of assessment should be formative, providing feedback to pupils which contributes to improved learning.
 - c) Regular summative assessment should also take place so that pupil progress can be tracked and measured against expected standards.
- 2.4 **Reliable information must be given to parents explaining how their children are performing.**

- a) Reports must provide information which is both qualitative and quantitative.
- b) Feedback should be clear, personalised, reliable and free from bias.
- c) Feedback to parents must enable them to monitor the progress of their children in relation to prior learning and expected standards.

2.5 **Assessment for Learning**

- 2.5.1 Assessment for Learning (AfL) focuses on the learning process and is part of daily classroom practice and the on-going marking of students' work. AfL enables pupils to progress effectively by providing on-going feedback that improves learning.
- 2.5.2 AfL supports independent learning and develops the pedagogies as outlined in our Teaching for Learning and Living framework.
- 2.5.3 Questioning in class provides a snapshot of current progress providing immediate oral feedback. Assessing/marking/grading classwork and homework regularly takes place and provides further feedback guiding motivating, correcting and refocussing efforts as appropriate. Modelling responses also teaches pupils good working methods.

2.6 **Formal Assessment**

- 2.6.1 This refers to the process of assessing, marking and grading carried out at specific times. This includes:
 - i) MIDYIS tests which take place at the start of Year 7 and help to inform our expectations of each pupil;
 - ii) school-based tests prepared by the subject teachers during the school year, and
 - iii) examinations which take place at the end of a unit or a specific period of study.

2.7 **Self-Assessment**

- 2.7.1 Pupils are encouraged at all times to review their own work and progress, and to take responsibility for their own learning. Informal discussions between teacher and pupil should take place on a regular basis, but we also recognise the importance of providing pupils with more formal opportunities to assess their own progress, to keep a record of their thoughts, and to identify their own key learning objectives.

2.8 **Marking**

- 2.8.1 Marking must support student learning. It should therefore:
 - address agreed internal criteria or external exam specifications - the students should be familiar with these before they begin the task;
 - be regular and frequent, occurring at least once a fortnight (or every three weeks for subjects where there is just one lesson each week);
 - identify specific gaps between actual attainment and expected attainment;
 - contain constructive and encouraging comments and set objectives which will help pupils to close these gaps;
 - be consistent within each department and follows guidelines in our Teaching and Learning policy;
 - deep marking: students get detailed written comments as part of the feedback as part of the departmental marking cycle. Work selected for "deep marking" may be used for summative purposes when agreed in advance with the departmental team, and
 - coding systems may be used for formative marking when agreed in advance and applied consistently across the team.

2.8.2 Senior staff must carry out regular “work scrutinies” to ensure that the above requirements are being met, and must act to address any deficiencies.

3. **MONITORING**

3.1 It is not necessary to keep records of every single piece of work produced by the pupils but it is essential to maintain a clear record of assessment marks. Departments should follow these guidelines:

- establish a manageable and efficient way of recording marks;
- standardise this recording/coding systems within the department;
- is in line with literacy coding guidelines in the Loreto Diary.
- ensure that marks provide information on progress which is accurate, relevant and robust;
- ensure that marks help to provide clear information for reports to parents;
- ensure that marks can be used to help determine the most appropriate composition of teaching groups, and
- ensure that assessment marks are regularly reviewed in order to track progress trends for all pupils, and facilitate early intervention where progress is unsatisfactory.

3. **REPORTING**

3.1 There are statutory requirements for reporting to parents on achievements and progress of pupils. It is required that:

- all pupils on the school roll including post 16 pupils receive an annual written report;
- reports should contain comments on general progress and brief particulars of a pupil's achievement in each subject;
- arrangements are made for parents to discuss the report with teachers;
- reports includes a summary of the pupil's attendance and the number of unauthorised absences;
- detailed information and explanatory comments on the results of assessments, especially at the end of the key stage, are included, and
- a record of a pupil's attainment is forwarded to the school in the case of a pupil changing schools.

3.2 Parents receive two formal reports each academic year: an interim progress report which provides a numerical snapshot, and a full written report which provides a far more detailed evaluation of attainment.

4. **GUIDELINES FOR THE WRITING OF REPORTS**

4.1 Reports should have a positive effect on attitude and motivation. They should highlight a pupil's strengths and should use positive language to explain how a pupil could close any gaps between actual attainment and expected attainment.

4.2 As a matter of course all staff must:

- a) check the spelling of pupils' names;
- b) check that correct spelling and punctuation have been used throughout the report, and
- c) check that the language used is clear and accessible.

4.3 It is the responsibility of all line-managers to ensure that appropriate quality control checks are in place for reports written by the staff they manage.