



TWO RIVERS  
HIGH SCHOOL



# Assessment, Recording and Reporting Policy

## Wightwick Hall School

<b>Last Review Date:</b>		Summer Term 2024
<b>Next Review Date:</b>		Spring Term 2026
<b>Committee:</b>		Curriculum & Learning Local Governing Committee
<b>Review Cycle:</b>		2 YEARS
<b>Statutory Policy:</b>		No
<b>Date</b>	<b>Version</b>	<b>Reason for change</b>
06.03.2024	V1.0	Scheduled Review
19.06.2024	V2.0	Additional review

## POLICY STATEMENT

Wightwick Hall School provides a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate route.

This policy is based on the concepts of equality, diversity, clarity, consistency and openness.

All students will be continually assessed in all areas of the curriculum including personal and social development. The assessment processes are implemented in a way which is fair and non-discriminatory.

Assessment is an integral part of lesson planning, teaching and learning.

For all students there is an on-going assessment that enables them to make progress and celebrate success across the National Curriculum and accredited qualifications.

This should be read and used in conjunction with the school's other policies: Marking and Feedback Policy.

## SPECIFIC OBJECTIVES

- To use assessments to make judgements about student's progress across the curriculum
- To inform and enable target setting
- To provide an inclusive and stimulating curriculum
- To develop a close liaison with parents/carers and other service providers
- To provide a safe and secure learning environment
- To provide opportunities for success at every level

## ASSESSMENT

We have three broad overarching forms of assessment:

Day to day in-school formative assessments, for example:

- Question and answer during lessons
- Marking of students' work
- Observational assessment

In-school summative assessment, for example:

- Short end of topic or unit tests
- Annual reviews
- *Mock examinations*

Externally moderated summative assessments, for example:

- GCSE
- Functional Skills
- City and Guilds
- ASDAN
- BTEC
- AQA Unit Award Scheme

Baseline Assessment:

When a student joins *Wightwick Hall School* we carry out an assessment in all subjects within 7 weeks. This provides us with information against which to monitor student progress. If the student enters school with a KS2 SAT level then this is used as the basis for measuring progress.

Resources for Assessment:

*Solar*, Teacher Assessment, NGRT Reading and Comprehension, *Little Wandle Phonics*, exam board past exam papers, externally set assessment materials

## RECORDING OF ASSESSMENT

We aim to ensure that all assessment work is carried out fairly and in keeping with the awarding body's requirements.

All portfolio-based work is assessed fairly against the qualification standards and teachers involved are fully trained.

Students are given appropriate assessment opportunities during the course with feedback provided on the quality of work.

Internal assessments are carried out fairly and according to the awarding body instructions.

Externally marked tests and exams are according to the requirements of the awarding body.

A record of all assessments is kept for each student. Some of these are kept on data bases such as *Solar* and Pearson.

Student progress is monitored and progress made is analysed on a termly basis.

Assessment is automatically included into planning for curriculum subjects and is part of a cyclical process of *assess, plan, do, review*.

## DATA ANALYSIS

The Assistant Headteacher for Curriculum and Learning and the pathway leads of *Hickman, Willow and Bannatyne* utilises the assessment data to

carry out an analysis of progress each term. This information is utilised to inform the:-

- Pupil progress discussions
- *Annual reviews*
- School Self Evaluation,
- Yearly data report to the Chair and Vice Chair of Governors
- School Development Plan

## REPORTING

Students' progress in curriculum areas is reported upon annually to parents/ carers in the form of a school report. Interim progress is reported in the Autumn and Spring terms.

Students' Special Educational Needs are also assessed and reviewed with parents/carers on an annual basis as a Statutory Annual Review of their Education, Health and Care Plan.

Students' progress across the school is reported at the end of each Key Stage to governors.

Student's progress in subjects is reported to the Headteacher and linked governors by *Pathway leads*.

End of KS4 teacher assessments and results are reported to the DfE.