



READING SCHOOL

Reading School Assessment Policy

Assessment at Reading School is an integral part of the teaching and learning process for all students and is a means of monitoring their progress effectively.

PURPOSES

- To recognise fully each student's achievement in school.
- To provide information on each student's learning to the students themselves, teachers, parents/carers, future providers of education and employers and to inform the next stage of learning.
- To diagnose each student's difficulties and to identify appropriate ways to overcome them.
- To provide students with opportunities to assess their own performance, review their work with teachers and plan ahead by using a set of individual targets.
- To ensure that the statutory requirements are implemented fully and consistently.
- To measure the value added by the school by comparing achievement to potential.

BROAD GUIDELINES

- Assessment procedures and the timing of them need to conform to the KS3 and KS4 requirements for testing and reporting as appropriate. Nevertheless, testing needs to be built into all schemes of work so that it is on-going, regular and informative and be able to provide an up-to-date profile of the student at any time in the school year.
- Assessment should be wider than just formal testing. It should involve all students in their own self-assessment from Year 7 onwards and require a commitment from them to future action and improvement.
- Assessment must be seen to be fair, honest and positive by all participants; students, teachers, parents/carers and governors. To assist in this the results should be presented in a clear comprehensible format, which takes account of the needs of the participants.
- There is a need for a process of gathering and recording information into a common annual report which is clear and understandable to all parents and which meets the specific requirements of each subject.
- Consideration must be taken of equal opportunity criteria. Tasks and assessment methods should be differentiated to ensure that individual needs are taken into account. The process of assessment

should not favour or disadvantage a student because of ethnic origin, gender, sexual orientation disability, special educational needs, or cultural and social background.

- All assessment information about a student is confidential. It will only be divulged to others in accordance with school policy.
- Assessment procedures should be reviewed and evaluated across the curriculum areas by Heads of Departments to ensure effective and accurate practice.
- The amount of time spent on assessment (procedure and products) will be reviewed by the Senior Leadership Team regularly.

The process of assessment and its outcomes must be supportive and part of the learning of the school. It should be capable of comparison across classes. Teachers, students and parents should have a common language and standards. Above all assessment should be seen as a partnership, bringing increased motivation to learn and to raise the level of school performance.

This policy has been developed so that assessment throughout the school is consistent and informative. Each department also has their own subject specific assessment policy to support this school policy.

MONITORING PROGRESS AND REPORTING

Monitoring

Progress is tracked against:-

- Key Stages Three, Four and Five - examination board guidelines, usually a grade or a level of achievement.
- Department of Education standards
- Departmental expectations

Regular assessments take place to measure this formally. These assessments could be a test or an assignment.

Teacher comments should be used to ensure that assessment is purposeful. These comments should, where appropriate, help parents, staff and above all students to understand what they have achieved, where misunderstandings have occurred and how further progress can be made.

Students should also be involved in reviewing their own work using self and peer assessment.

These grades form the base-line for departments who can add further descriptors in order to make each grade more appropriate to their requirements.

Grade Descriptors for Effort:

Monitoring is essential to ensure that each student achieves his potential. The monitoring process will also ensure support and guidance from staff are focused and tailored to individual needs.

Using baseline data as a benchmark will ensure an ethos of high realistic expectations.

Key Stage	Data Source
KS3 Years 7-9	Entrance Exam Scores Reading Tests (September of entry) KS2 (as available)
KS4 Years 10-11	Fischer Family Trust Data
KS5 Years 12-13	ALIS (A Level Information System) using GCSE information to predict A Level results, questionnaire completed during first term of Yr12 ALPS (A Level Performance System) UK Learning Plus

All the above results are analysed and relevant information is fed back to departments and tutors

KS3

Progress is monitored using estimates from KS2.

KS4

Progress is monitored using Fischer Family Trust, 4 matrix and internal school data. Each student is given an estimated grade, derived from the baseline data. This estimated grade reflects the minimum potential of the student and enables him to benchmark progress, and develop high and realistic expectations.

KS5

Progress is monitored using ALPS and ALIS baseline data and 4 matrix. Each term the student is formally monitored and this involves a progress test and discussion with their subject teacher. The outcome should be that the student has a realistic expectations of their minimum expected grade and targets of how they can make progress to meet or exceed this minimum grade.

Reporting

At all Key Stages, in all subjects, students will be continuously reflecting on how they will achieve or exceed their target grades (KS3), estimated grades (KS4) or minimum expected grades (KS5).

Term Reviews

The progress of each year group is regularly monitored by subject staff, form tutor, Head of House and Head of Key Stage. At least once a term an official internal review takes place. For every subject, an effort and an achievement grade is recorded. The purpose of this is to raise overall performance.

High levels of effort and achievement will be rewarded using the school's reward system.

Parents' Consultation Evenings

These form part of the school's policy for reporting to parents/carers on their son's progress. There is at least one parents' consultation evening per year for each year group in the school, when parents are invited to come into school to talk to staff. If parents are concerned about their son's progress at any

other time they may telephone the Tutor, Head of House or Head of Key Stage to arrange an appointment to talk about their concerns.

In Years 7-11 the interviews last approximately 5 minutes. In the Sixth form they last approximately 10 minutes.

Reports to Parents

The school will provide a report on each student annually for the parents. The report will be based on evidence drawn from teachers' records and test results and will include the following:-

- A comment on the student's progress in every course followed across the whole curriculum in KS3 and KS4 and for every course followed in the Sixth Form.
- The comment will indicate standards achieved and student attitudes. Targets for the future will be set.
- Effort grades in all relevant subjects.
- Details of attendance in the period covered by the report.
- A report by the Form Tutor commenting on general progress.
- The name of the member of staff to be contacted if parents wish to discuss the report.
- Space for students to identify at least one target from the report.
- Space for parents to comment on the report if they wish.
- Any other information which is statutory.

The timing of reports is subject to review by the Senior Leadership Team.

Approved by: Curriculum Committee
Date: 14th September 2015