



Assessment, Recording and Reporting (ARR)

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Rationale

Effective teaching and learning can only take place where there is a continuous feedback of information comparing what has been taught to what has been learnt.

Successful assessment, recording and reporting procedures enables teachers to analyse the learning of their students and use this information to modify their teaching to increase student achievement and communicate this effectively with parents.

Assessment

- Forms an integral part of the teaching and learning process; offers all students the opportunity to demonstrate learning,
- Is based on a considered view of what learning should be assessed.
- Relates to set of shared learning objectives.
- Advances the students learning.
- Enables teachers to plan and deliver effective lessons and appropriate and timely intervention.
- Helps parents become more involved in their child's progress.
- Provides data that is valid, reliable and allows for the effectiveness of schemes of work to be evaluated.
- Recognises and rewards students effort as well as academic attainment.

Recording

Recording is the process of selecting and retaining a range of information relating to the students progress through each key stage.

- Records should be clear, systematically compiled on SIMS, and regularly updated in line with the school's assessment calendar.
- Records should follow the agreed terminologies for KS3 through KS5.
- Records should be used to review and monitor students progress throughout the key stages, and to support their learning by setting appropriate targets.
- Records should identify students achievements in relation to targets, enabling the teacher to make judgements about each students attainment at the end of a key stage, and thus provide a basis on which to carry out statutory assessment arrangements.
- Records should be used by teachers to evaluate the effectiveness of teaching and learning, and to help inform curriculum development.
- Records should be used to assist continuity and progression when students move from teacher to teacher and from school to school.
- Records should provide a valid and reliable basis for reporting attainment and students progress to parents.

Reporting

Reports should provide parents with accurate and valid information about their child's progress, in a clear and accessible format. Written and oral reports to parents on academic development and behaviour are an important means of assisting parents to be fully involved with school life. These reports are a fundamental way of helping students to make progress. Highlighting their strengths and recognising and valuing their achievements and identifying areas for development and give suggestions on how to improve.

- Reports will conform to statutory requirements.
- Reports will reflect attainment against end of key stage targets.
- Reports will communicate students achievements across a wide spectrum of subjects as well as personal and social skills.
- Reports will be based on evidence from planned formative assessment.
- Reports will be manageable for teachers to produce.
- Reports will have a positive effect on students' attitudes and motivation.
- Reports will support students learning by setting targets when they are required.
- The reporting process should be part of a continuing dialogue with parents and encourage parental involvement and support.

Achieving excellence together

Aldridge School An Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff, students and volunteers to share in this commitment.

Reporting is carried out in the following ways:

Progress Checks

Progress checks are completed three times a year for all year groups. Each subject teacher will be expected to complete a SIMS assessment sheet providing a measure of progress for key stage 3 students and an estimated grade against a target for key stage 4 and 5 students. Printed reports will be sent to parents and used for discussion and intervention between staff and students.

Progress Evening

All year groups have a calendared progress evening. These provide opportunity for parents to have an open discussion regarding the progress of their child. All subjects should will represented.