



# **FARNEY CLOSE SCHOOL**

## **Recording, assessment & evaluation of pupil's work Policy and Guidance**

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<b>Signed</b>	
<b>Role</b>	<b>Principal</b>
<b>Date Approved</b>	

### **What is the Intention of Recording and Assessment at the school?**

1. To objectively monitor the attainment and progress of individual pupils and cohorts.
2. To assess and moderate an individual pupil's attainment and progress in relation to that of others.
3. To ensure that pupils are making positive progress against National Curriculum criteria, benchmarks and any given start point.
4. To maintain a valid body of evidence which may be used to support summative / formative assessment, for example; Annual statutory reviews, L. A. re-assessments, annual school reports, internal school reviews, colleges / employers' references, information for visiting Educational Psychologists and parents.
5. To enhance the quality of transitional information between teachers, either internally or for the process of transition externally
6. To provide verifiable evidence / information that can be used to create individual educational programmes.
7. To enable progressive evidence-based planning for individual pupils, cohorts and teachers.
8. To provide clear records of pupils' participation and achievement within the Programme of Work Scrutiny (PoWs), BSquared programme and data tracking sheets.
9. To ensure that pupils are not disadvantaged based on if they are from a different ethnic background, gender or regardless of social situation.

### **How do we Implement procedures for recording and assessment?**

It is the teacher's responsibility to complete an assessment record on each pupil at the end of every scheme of work using the BSquared programme for KS2 and KS3 or data tracking sheets for KS4. The Head of Education will regularly check to see that this is being maintained.

### **How regularly will pupil's academic progress be reported?**

Pupil's academic progress will be reported upon one term after their initial admission. They will also receive comprehensive reports for their Annual EHCP Review and their End of Year reports. Additional termly report updates will be issued throughout the year. Furthermore, termly data drops using BSquared for KS2 and KS3 or data tracking



### **How often will teachers input data into the BSquared system or data tracking sheets to record progress?**

This depends on the subjects, but at least following assessments and in line with the academic calendar(Termly). Some subjects may even input on a weekly basis.

Where possible evidence will be collated electronically/digitally, however some subjects, by their nature will require physical work to be retained too.

### **How will evidence of attainment be collated?**

When using the above method to make an assessment, it will be necessary for Teachers to validate their judgements by using at least two pieces of evidence per term that realistically reflects the pupils' level of attainment over time. Additionally, evidence of at least two comparative and sequential data drops will underpin and support evidence of attainment for each subject.

### **What types of evidence can be used to record attainment?**

Examples of evidence of attainment will vary from subject to subject. The following is a (not exhaustive) list of some examples that can be used to support a pupil's graded assessment.

- a. Results from a controlled test, practicals or experiments.
- b. Drawings, photographs, videos or oral recordings.
- c. Completed written work and / or supporting notes either as attachments or photographs
- d. Video and audio recordings of pupils work and performances. This includes the work of pupils whose parents have stated that they will not allow their child to be photographed / videoed. This is because this evidence will not be used for publication or 3<sup>rd</sup> party sharing other than to examination boards where they may ask for samples of pupils work.
- e. Examples of practical tasks; completed, or in stages of development.
- f. Written Teacher or TA observations.
- g. Peer to peer testimonials/feedback

h. BSquared assessment levels of current attainment progress and descriptors of knowledge acquired.

### **How and when will Baseline Assessments be used?**

Each subject will undertake a baseline assessment on any pupil entering the school. This will be completed within six weeks unless there are extenuating circumstances (this time allows for relationships to be established and pupils to be working optimally). The assessment is to be subject specific, focusing on core skills (i.e. what pupils can do practically), their knowledge and their understanding of the subject. When completed, the final assessment information will be input into BSquared for KS2 and KS3 and on the data tracking sheets for KS4. It should also be possible to measure the progress of a cohort in every subject year on year.

### **How will Teachers Planners\*,BSquared programme or data tracking sheets be used to support recording, assessment and planning?**

- To record the frequency of assessments and results
- Lesson content: i.e. – Review and recap opportunities to show evidence of previous learning / teaching points / resources – physical & human / extension work / incidents of note.
- Any mark results of pupils work and any advice offered to improve performance.
- Differentiation for individual pupils by task, outcome, support or resources.
- Short term teacher assessments / observations that guide the planning of the next lesson as a group or for individuals.
- Baseline assessment information.

\*Staff who prefer to keep electronic formats of the above are encouraged to do so and this will instead be used as a point of reference for scrutiny

### **What other school policies and guidance does this policy link to?**

Curriculum Policy  
Statement of Principles & Practice  
Teaching and Learning Policy  
Subject Aims documents and POS  
Marking and Feedback policy  
Centre Policy for Teacher Assess Grades

