



MONK'S WALK  
SCHOOL

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# Assessing, Recording and Reporting Student Attainment and Progress

Status:	Non - statutory
Reviewed By:	Trust Board
Date of Approval:	March 2021
Date of Issue:	March 2021
Policy review date:	March 2022
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### **Opening Statement:**

Assessing, recording and reporting student attainment is an important feature of improving student progress. For all students to make outstanding progress there is a need for robust procedures to ensure that student attainment is regularly and accurately assessed and reported on.

The Policy is aimed at an audience of parents/carers, students, teachers and support staff and will be approved by the Board of Trustees. It outlines the school's approach to target setting, measuring and tracking student attainment. It also details the recording and reporting of student achievement.

### **Assessment at Monk's Walk will:**

- Meet statutory requirements.
- Support the aims and values of the school.
- Assist the principles of achieving quality learning and quality teaching.
- Support and motivate students' learning by involving students in their own and each other's assessments, by providing meaningful and challenging feedback and by setting clear and measurable targets.
- Inform teachers of school, subject and individual targets.
- Measure the skills that students have acquired.
- Diagnose learning problems and student educational needs.
- Monitor standards.
- Check teaching objectives against learning outcomes.
- Be built into the planning for teaching and learning with adequate curriculum time allowed.
- Be based on clear criteria.
- Provide useful information to staff, parents, students, employers and further and higher education.
- Be manageable, effective and constructive.
- Include the use of ICT where appropriate to improve clarity and efficiency.
- Act as a feedback mechanism for curriculum development.

### **Expected outcomes:**

- Statutory requirements are met.
- The progression and performance of the school, departments, identified cohorts (including vulnerable groups), individual classes and students is measured. This will be in a limited scope for 2021 due to TAGS being awarded and no published school performance tables.
- Progression and performance information is shared with all teachers and trustees as part of the school's monitoring and self-evaluation process.
- Progression and performance information is available in a timely fashion.
- A co-ordinated, easily accessible and well-understood system of assessment and reporting is in place.
- All students are set and understand their targets and what they need to do to meet them.
- Parents are regularly informed about their child's progress.
- The School Development Plan incorporates the results from the assessment process.

### **Accountabilities and responsibilities:**

**The Trustees and School Leadership Team** are responsible for ensuring the school meets statutory requirements in relation to assessment and that the school policy for assessment is achieved. They also evaluate the impact of assessment on raising standards within the school by working with staff to devise, monitor, evaluate and review procedures for assessment. In particular:

- Prepare and publish a timetable of events associated with the assessment cycle.
- Lead on development and review of whole school assessment policy.
- Identify assessment priorities on the school development plan.
- Ensure assessment systems are manageable and that assessment data is effectively gathered, collated and distributed.
- Disseminate assessment information throughout the school and to the wider community.
- Look for equality in assessment across the school, between departments.

### **The Head of Department is accountable to SLT and responsible for:**

- Development of an assessment policy for the subject in line with school policy.
- Ensure schemes of work include clear learning objectives and a range of strategies for assessment within the subject.
- Marking and assessment criteria are clearly explained to students.
- Regular assessment is recorded and student learning reviewed with appropriate target setting.
- Check that assessment and marking procedures are implemented effectively in line with the Assessment for Learning Policy.
- Develop consistency across the departments through standardisation and moderation of regular monitoring of the marking and assessment of students' work.
- Analyse and interpret data with the subject team to monitor standards.
- Ensure progress towards targets is regularly monitored across all key stages.
- Report to SLT and Trustees on standards.

### **The Teacher is accountable to the Subject Leader and responsible for:**

- Implementing assessment for learning within the classroom.
- Enabling students to develop the skills of self-assessment.
- Identifying students in need of support.
- Using an agreed range of assessment methods and techniques to gather and use information in line with the department's and school policies.
- Recording significant progress.
- Reviewing evidence and finalising Teacher Assessment.
- Implementing school based and/or national statutory test/tasks.
- Contributing to departmental discussion on performance data.
- Reporting to parents – student progress, attainment, next steps.
- Ensuring information is available for next teacher or school.

## **Record Keeping:**

### **Departments will have in place methods which:**

- Are agreed across the department.
- Can be transferred from one teacher to another.
- Provide the basis for evidence about students' achievements and for future planning.
- Provide evidence of student work that has been marked and moderated across the department in line with assessment procedures.

## **Target Setting and Reporting to Parents**

Student attainment targets will be based on FFT 20 (Fischer Family Trust). FFT20 will give targets in line with the highest 20% of student attainment nationally, based on the same KS2 starting points or CAT scores, when SATS are not taken. These will be set in Year 7 for KS3 and reviewed at the end of Year 9 for KS4. No target grade can be lowered below the FFT 20 grade, they can be raised through consultation between teacher, their line manager and SLT link. Each KS3 student's target will be the middle grade of their Pathway.

Targets for KS5 will be based upon prior attainment at KS4 using the KS5 Ready reckoner. Targets will be reviewed by the Head of 6<sup>th</sup> and Deputy Headteacher.

Students will receive three reports each year. Two will be a data report (the AR) and one will be a data, progress and target report (the PTR). Every Key Stage 3 student will be given end of Key Stage 3 pathways for all subjects. Every Key Stage 4 student will be given end of course targets for all examination subjects. Students in Years,7,8,9,10 will also receive an additional internal exams results report. These arrangements will change for the academic years affected by the Covid pandemic, a minimum of two reports will be issued.

Teachers will enter data onto the School's MIS (management information system) at three points a year for each year group. Once a year they will also enter individual subject specific student progress and target information for the PTR for each student they teach.

Parents and students will be able to meet form tutors twice a year on academic review days. Subject specific consultations will follow these review days, allowing discussions between parents, students and subject teachers. Parental consultation evenings will also take place for all years in KS4 and KS5. These arrangements will change for the academic years affected by the Covid pandemic. There will be at least two opportunities to meet form tutors or subject teachers, these will include virtual meetings.

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