

## **ASSESSMENT, RECORDING AND REPORTING POLICY**

Queen Elizabeth Grammar School ensures that every boy and girl is given the opportunity to develop talents and potential to the full. Its ethos emphasizes hard work, good behaviour and consideration, within a caring community which fosters the skills and interests of each individual and develops self-reliance and self-discipline. The school has developed a policy for assessment, recording and reporting which monitors progress, records achievement and informs decisions regarding future learning activities.

In our view, assessment should:-

- relate to clearly defined objectives which are appropriate to the pupils or students concerned;
- be planned and undertaken as part of the teaching/learning process;
- actively involve pupils or students, with a view to facilitating self-critical reflection and enhancing motivation;
- where appropriate, lead to further detailed exploration of areas presenting difficulties;
- inform decisions regarding future learning activities to be undertaken; pupils and students should be involved in these decisions;
- form the basis for regular, well-informed reporting to parents;
- be undertaken in the context of full recognition of the wider achievement of pupils or students;
- lead to judgements about pupil achievement which are consistent and reliable both within and between schools and institutes of Higher Education.

We appreciate that our staff should ensure that "learning is supported and developed through effective record-keeping and assessment".

The school has always placed a strong emphasis on the relationship between the students and their form tutors and teachers. Visitors often comment on the warm relationships observed in the school. We intend to build on this strength as it is an essential feature in the formative assessment process. The reviews of pupil progress conducted via the tutors and the Senior Management Team form a key element and give opportunities to increase motivation, further communication and build on strengths while realistically identifying areas for improvement and setting targets.

Communication with parents is constantly encouraged in line with the Government regulations which state:-

"Most schools already put considerable effort into regular meetings for parents collectively and individually. Meetings of both sorts are highly desirable. The

requirement to give at least one written annual report on each pupil should be seen as a complementary and supporting activity."

Our schedule which is attached offers many opportunities for parents to come into school and meet the teachers to discuss student progress and plans. We are delighted with the excellent attendance on our consultation evenings. Parents are warmly invited to contact the school at any time to discuss any concerns and we readily arrange appropriate consultations.

Individual Action Plans have become a more recently accepted part of assessment and the school has incorporated these into its provision. In fact we are all planning actions to strengthen our communication links and get the best out of each individual in our school.

The work experience of our students is recorded in their booklets and forms part of their record of achievement.

The results achieved by all our pupils in their public examinations are reported in line with Government Policies.

The results of our annual school examinations for Years 7 to 9 are recorded and reported to parents. For older pupils the reports show the grade anticipated at GCSE or A level (as appropriate) assuming that the present progress is maintained. A copy of the guidelines which are issued to staff for the writing of reports is attached.

Through our tutors' meetings, reviews of progress, parents' evenings and regular testing, we monitor closely the progress of each individual, each year group and each subject group.

In conclusion it should be noted that the Assessment, Recording and Reporting policy has been developed to support the school's Special Educational Needs policy, namely that the school caters for the needs of each individual.

Reviewed July 2006