



ARCHWAY ACADEMY INDEPENDENT SCHOOL  
ASSESSMENT, RECORDING AND REPORTING  
POLICY



# Principles

Archway Academy upholds the view that continuous assessment, whether formal or informal is fundamental to the teaching and learning process. Without assessment it is not possible to evaluate the effectiveness of the teaching and the quality of learning taking place in the school. This policy sets out what is expected of all tutors in terms of assessment, recording and reporting. It also informs pupils, parents and other stakeholders what they can expect from our assessment procedures.

At Archway Academy we believe that the process of assessment should help students to learn more effectively. It should:

- inform them about their individual progress;
- enable strengths and weaknesses to be identified;
- indicate the next step in the learning process and help with target setting;
- involve the student.

We also believe that the process of assessment should provide information for teachers. It should:

- indicate strengths and weaknesses in the teaching programme and the teaching style;
- indicate the planning needs for further learning and differentiation;
- indicate which students need support and which students need extension.

Finally, the process of assessment should provide information for others. It should:

- provide information for parents/carers;
- provide information for colleagues in school;
- provide information to assist transfer, further education or employers;
- provide information for guidance and/or referral.



## **Types of Assessment**

Assessment at Archway Academy can be formal or informal and it should have a dual function:

### **Assessment *for* learning – Formative assessment**

This type of assessment is usually informal and involves strategies like direct observation of the pupil while working, questioning pupils during activities to gauge understanding and correct misconceptions, discussing and reviewing work with groups or individuals, encouraging pupils to assess themselves or their peers verbally and marking set tasks.

### **Assessment *of* learning – Summative Assessment**

This type of assessment should be used to determine a pupil's achievement against criteria which is usually set by an awarding body. This type of assessment is usually formal and results in the award of certificates which are useful when pupils are looking for employment, apprenticeship or further education courses. Strategies used include tests set by the tutor, formal examinations set by the awarding bodies or the compilation of coursework which is moderated internally before it is externally moderated by the awarding body. This type of assessment also serves to give a universally understood measure of the progress made by the pupil, something which parents and any external bodies can use as a measure of the value added through the pupil's journey. For the pupil, this type of assessment gives them the opportunity to gain the qualifications which they need for progression.

## **The Assessment Process**

### **During Induction**

- a formal assessment to determine Mathematics and English skills should be conducted at the beginning of each pupil's journey. The school uses the BKSB initial assessment instrument for Functional Skills since this qualification is set to replace basic skills in the near future;
- learning styles should also be assessed during induction to inform the tutor's teaching;
- Learners in year 10 and 11 should undertake a career assessment to give the tutor a starting point when discussing progression and future careers.



## After Induction

- informal assessment during learning activities should take place regularly in the form of observation, questioning, quizzes, games and pupils' self-assessment. This assessment should be used to improve teaching and learning. Evidence of this assessment should be seen on schemes of work, session plans, activity sheets, daily reports and during lesson observation;
- formal assessment during learning activities should take place regularly in the form of set tasks, worksheets and projects. This type of assessment should be used to check understanding and evaluate whether topic or unit criteria have been met. Evidence should be seen in work folders, it should be marked and pupils should see their marked work before it is filed. Any comments should be aimed at recognising achievement and informing pupils how they can improve.
- formal assessment should also take place upon completion of units and entire courses. This assessment is usually an examination or in the case of many of the subjects we deliver, it is an internal moderation of coursework compiled by the pupil over a period of time.

## Recording and reporting achievement

In recording and reporting pupil achievement, we believe the following principles should apply:

- record keeping should be efficient yet not cumbersome, providing information to enable tutors to plan future programmes of work;
- recording should reflect positive achievement and identify areas for development;
- recording should, where possible, involve student actively recognising and recording their own achievements;
- achievements should be reported regularly as well as when required by department heads, parents/carers and other partners such as social workers;
- end of term/year reports should be completed and sent to parents, schools and other referring units at the appropriate time;
- department heads should regularly report to referring schools, organisations and agencies about pupil progress;
- tutors should use the tracker to record a pupil's progress and achievements;



- some subjects, particularly those which are assessed via coursework, have unit trackers and these should be updated as required since they inform the moderation process;
- the administration team should record all qualifications obtained by pupils in their central database.

## **SUMMARY OF THE ASSESSMENT, RECORDING AND REPORTING POLICY**

We decide, together with our pupils, where we want them to be, in personal and academic terms, by the time they leave

### **(AIMS)**

We determine what they need to learn in order to achieve this

### **(CURRICULUM)**

We assess their knowledge, understanding and ability in Basic Skills, their preferred learning styles, their career suitability

### **(ASSESSMENT)**

We develop activities to facilitate learning

### **(SCHEMES OF WORK / ACTION PLANS)**

We test what we have taught to see if it has been learned

### **(ASSESSMENT)**

We record the results

### **(RECORDING)**

We tell our students, and others, how the students have developed and what they have learned

### **(REPORTING)**

We write end of term/end of year reports that are sent out to parents, schools and other referring units at the appropriate time

This policy should be read in conjunction with the teaching & learning policy.

**This policy will be reviewed: September 2019**