

The Samuel Cody Specialist Sports College

ASSESSMENT RECORDING & REPORTING POLICY

At Samuel Cody Specialist Sports College we believe that assessment in its various forms should be used as a tool to provide staff with information about pupils' learning. Staff then use this to evaluate pupil progress and to guide their planning for further development.

Our pupils have experienced many forms of assessment; both formal and informal, during their education so we are keen to build upon any assessment that we carry out in a positive and motivating way. Assessment therefore takes place in a supportive and familiar environment. Pupils are also encouraged to play a part in this process by carrying out their own self assessment and by supporting peers in theirs.

Purpose of assessment at Samuel Cody Specialist Sports College

1. Formative → This is the day to day assessment of pupils in order to provide feedback and influence the planning for the next stage of a pupil's learning
2. Summative → This involves systematic and periodic reviewing of pupils' achievement in order to record, evaluate, plan and set targets
3. Informative → This helps staff to provide information on work and progress to pupils, other teachers, the headteacher, governors & parents.
4. Evaluative → This is used to help the school evaluate the quality of teaching and learning. Progress can be monitored with interventions and extension being planned where appropriate.

Assessment activities used at Samuel Cody Specialist Sports College

Assessment can be any one of the following activities:

- classroom observation
- direct questioning
- discussion (whole class, small group or individual)
- marking and responding to pupils' work
- the recording and evaluation of key expectations
- the use of 'P' levels and sub levels to reflect pupil achievement – Year 9-11
- assessment and review test set by individual subject teachers
- standardised tests, eg Salford Sentence Recognition Test, Suffolk Reading Test, The Close Reading Test – Young, Parallel Spelling Test – Young.
- Diagnostic tests, use of APP materials where appropriate
- End of Key Stage 3 assessments in Maths, English and Science

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- End of Key Stage 4 accreditation, e.g. GCSE, Entry Level Examination, BTEC, NOCN, ASDAN awards, Youth Award Scheme and Junior Sports Leaders.

Planning for Assessment

Each subject area will identify expectations for each group which are related to the key objectives specified in planning documents.

All subject areas use a colour coded system which identifies how each pupil progresses through specific skills based programmes. The record sheets are then used for:

- planning the next related unit of work for the class and individual need
- monitoring standards across the school by Heads of Department, SLT and Headteacher through use of SIMS Assessment Manager updated termly. (These act as a basis for discussion and evaluation in order to target future progress).
- Informing and reporting to others
- Informing individual target settings

Heads of Department

Monitoring subject progress through:

- Regular work sampling of pupils work
- Lesson observations
- Review of data on SIMS Assessment Manager
- Oral department feedback
- Analyse summarative assessments in order to ascertain strengths and weaknesses in the delivery and content of the subject.

Headteacher

Will review assessment data in all subject areas and will use its evaluations to formulate future targets and improvements for the whole school.

Reporting Progress

Parents' evenings are held to discuss pupil progress and a review of the assessment targets takes place. .

Evaluation

This policy will be regularly reviewed, updated and amended in line with the school development plan.

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Students placed at the Codyhill ASD Centre

Students studying core subjects within the ASD Centre will be assessed in line with the Samuel Cody Assessment and Reporting policy. The ASD Centre lead will have direct responsibility for collecting this data from subject teachers, where applicable, and monitoring progress.

Where a student is successfully integrated into mainstream classes at Fernhill School, it is expected that they will be assessed in line with the Fernhill School assessment procedures. This data will be shared with the ASD Centre to enable the tracking of progress. Fernhill School teachers are expected to provide feedback to both student and parent where appropriate, and parents will be encouraged to attend relevant parents' evening appointments at Fernhill School.

ASD Centre students will also be assessed and monitored for progress in the areas of social and emotional development. This will be termly reviewed and reported to parents alongside academic reports, and the annual review.

This Policy will be reviewed on a Year basis.

The next review will be due on or before