

<b>Assessment, Recording and Reporting Policy</b>			
<b>Current Status</b>	Operational	<b>Last Review:</b>	November 2020
<b>Responsibility for Review:</b>	Director of Curriculum	<b>Next Review:</b>	November 2021
<b>Internal Approval:</b>	SLT	<b>Originated:</b>	September 2019

## The Policy Statement

### 1.0 Assessment

- 1.1 Assessment is a vital part of the learning and teaching process. In addition to providing a measure of the students' achievement it also provides diagnostic information that assists both staff and students in the ongoing improvement of the learning and teaching process. To contribute usefully to both of these functions, it is essential that assessment:
- a) Is fair and ensures parity of treatment and comparable assessment demands in subjects of equal level and credit;
  - b) Is reliable, ensuring that assessment decisions are made consistently throughout the centre;
  - c) Is valid, by ensuring that each assessment relates to the intended outcomes of the subject(s) studied;
  - d) Is transparent, in that it is clear to students the criteria and methods by which students' work is being judged.
- 1.2 Assessments developed and used by staff must be conducted with reference to open and defined standards described in assessment schemes, covering the core skills, knowledge and understanding required by the syllabus. These must be shared with students in a language they can understand.
- a) The methods of assessment must be appropriate to the qualification and any conditions specified by the Exam Board/Awarding body.
  - b) Assessments must take place at key points during a course, and to meet the requirements of whole college quality assurance and review of students' progress, all enrolled students on a course must undertake common assessment tasks.
  - c) Where appropriate to the assessment, written feedback should confirm what has gone well and give clear guidance on what the student needs to do in order to improve on their performance. Students should receive feedback on assessed work within two weeks of its submission.

- d) At appropriate points in each course, a student should receive a mark and/or grade in line with the assessment format of the qualification that indicates the student's present level of achievement.
- e) For each course undertaken, a student will have structured opportunities to reflect on their progress with a teacher and to identify the next steps to improve further to reach or exceed target grades. Additionally, each student should have a structured and calendared review with their Student Achievement mentors to assess their academic performance and progress as a whole. This will be structured and supported by the college's Progress Review system.
- f) Each course should provide opportunities for students to undertake self- and peer-assessment. Students should be supported to develop the skills required to undertake this.

### **2.0 Recording**

- 2.1 Each curriculum area will have a system of recording which is clear, manageable and consistent and relates to the scheme of work.
- 2.2 Students should be encouraged to keep their own record of progress in each subject and to review and set targets for themselves regularly. The Progress Review Process will assist this.
- 2.3 Students should keep records of homework.
- 2.4 Personal Progress Tutors will informally assess and keep appropriate records on the social development of the students in their tutor group. They will also review their academic progress when subject reports are produced and help students set targets for further improvement.

### **3.0 Reporting**

- 3.1 Reports to parents will include particulars of subjects studied, details of students' progress, attendance records and arrangements for the discussion of the reports.
- 3.2 There will be a parents' consultation event in each academic year to support the reporting process. These events will seek to help students and parents to understand what steps need to be taken to sustain and increase progress.
- 3.3 During the duration of a course, parents will receive reports, as indicated in the college's academic calendar and advertised to parents.

**Revision History - Assessment, Recording and Reporting Policy**

<b>Revision date</b>	<b>Reason for revision</b>	<b>Section number</b>	<b>Changes made</b>
May 2020	Annual Review	Header	Addition of SAT Logo
		Rubric	Title of reviewer
Nov 2020	Sat Review	Rubric	Change to person responsible