



**Pontypridd High School**

# **Assessment, Recording & Reporting Policy**

*'Learning and achieving together'*  
*'Dysgu a chyflawni gyda'n gilydd'*

## Assessment , Recording and Reporting Policy

|                              |   |
|------------------------------|---|
| Date of policy:              | April 2023  |
| Adopted:                     | Adopted : Learning and Teaching Committee Meeting, 4 <sup>th</sup> May 2023 |
| To be reviewed:              | Summer 2026   |
| Member of staff responsible: | Assistant Headteacher   |
| Committee Responsible:       | Learning and Teaching   |

The **Assessment, Recording and Reporting** Policy takes account of, and should be read in conjunction with, the following policies:

- Curriculum Policy.
- Marking and Feedback Policy.
- Cross Curricular Skills policy.
- Target Setting Policy.

### 1. Introduction

The purpose of this policy is to outline the roles and responsibilities of all stakeholders in assessment, recording and reporting.

#### 1.1 Purpose

**To assist students in their learning by:**

- Indicating strengths and achievements to be built upon.
- Providing motivation through success.
- Supporting a diagnosis of individual needs.
- Allowing the students to review progress against specific criteria.
- Informing discussions between students and teachers.

**To assist teachers, evaluate curriculum provision by:**

- Evaluate breadth and depth the curriculum.
- Evaluating the effectiveness of provision.
- Identifying best practice and areas for further development.

**To provide relevant information for:**

- Students
- Parents / Carers
- Teachers
- Employers
- Referral
- External parties; in order to make informed choices and decisions

### 2. Assessment

Assessment plays a fundamental role in ensuring each individual student is supported and challenged accordingly. It should contribute to developing a holistic picture of the student – their strengths, the ways in which they learn, and their areas for development, in order to inform next steps in learning and teaching.

Assessment has three main roles in the process of enabling student progression:

- Supporting individual students on an ongoing, day-to-day basis
- Identifying, capturing and reflecting on individual student progress over time
- Understanding group progress in order to reflect on practice.

Assessment forms a natural part of the teaching and learning. It should be a continuous part of everyday teaching to monitor students' progress. To reach judgements concerning students' attainment, each subject will use a variety of assessment techniques and a wide range of evidence of achievement, including homework where appropriate. Students must clearly understand how their work is being assessed, so they can determine realistic and achievable targets for themselves. Formative assessment provides information on what students know, understand and can do.

*At Pontypridd High School we place an emphasis on forward facing assessment which focuses on;*

- *gathering evidence of current learning*
- *understanding the progress made by the learner*
- *clarifying how this progress has been made*
- *reflecting on this and using this to inform further progression in learning,'*

A wide range of assessment methods should be implemented by colleagues so that students' progress can be monitored and evaluated. At Pontypridd High School teachers continuously assess for understanding to plan for progression. It is important that assessments are diagnostic and engage the students in meaningful dialogue regarding their progress. (DIRT activities) Feedback from this assessment process should inform on future planning including lesson content and teaching strategies.

\*Full guidance can be found in the Pontypridd High School Marking and Feedback Policy

## **2.1 Standardised Testing**

All students in year 7 and 9 undertake CAT4 (Cognitive Abilities Test) testing in the autumn term. This is used to identify pupils in need of additional support or challenge. The assessment is also used to produce cohort profiles and set individual student targets.

All students in years 7 & 8 receive a minimum of 2 hours per week accessing our Accelerated Reader programme. Pupils are assessed each term and are given a reading age / standardised score.

All students in years 7 & 8 are assessed twice per year using the no more marking platform as part of a Central South Consortium funded project. This assessment provides a writing age for student.

National reading and numeracy online personalised assessments are statutory for all students in years 7 – 9. They take place during the Summer Term, each year, and reported back to parents as standardised scores using Hwb login data.

## **2.3 External Examinations and Non-Examination Assessments**

In years 10 - 13 different students will study a range of Level 3, Level 2, Level 1 and Entry Level qualifications according to the needs of the individual student.

Assessments of qualifications are based on external examinations and/or non – examination assessments.

Specifically, for non – examination assessments all teachers will:

- ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions;
- ensure that they understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- ensure they supervise assessments at the specified level of control.
- where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

## **3. Recording**

Form tutors will:

- Regularly monitor student progress
- Accurately record the Attitude to learning of students in autumn term for form tutor report. *Our Assessment of Attitude to Learning is completed using our Attitude to learning framework which can be found in Appendix 1.*
- Record data from class charts, attitude to learning to prepare for their discussions with pupils, parents and carers at our meet the form tutor evening for year 7.
- Read the comments made by subject staff on the report and take appropriate action where there is cause for concern

Cass Teachers will:

- Be familiar with the curriculum for Wales, literacy, numeracy and digital competency framework and progression through it.
- In year 7 & 8 accurately record students' progression in literacy, numeracy and digital competency in relevant champion AoLE's.
- In year 7 & 8 accurately record student progression in subject discipline / AoLE.

Both progression in cross curricular skills and subject disciplines / AoLE will be recorded using the following terms:

Emerging –

**Students are working towards the expected standard for a child in year 7.**

*This means that your child is currently working towards the expected standard for their year group but they have skills that they need to develop further to reach the expected standard.*

Expected –

**Students are working at the expected standard for a child in year 7.**

*This means that your child is working at the standard that is expected for their year group.*

Exceeding –

**Students are working above the expected standard for a child in year 7.**

*This means that your child is working above the standard that is expected for their age group and they have a good understanding of what they have been taught.*

Excelling –

**Students are working significantly above the expected standard for a child in year 7.**

*This means that your child is working significantly above the standard that is expected for their age group and they have an excellent understanding of what they have been taught.*

- In years 9 – 13 accurately record the following academic data for each student.
  - Working towards grade- This is the grade a student may achieve at the end of their course if current attitude to learning and progress is maintained.
  - Fine Grade- This is a more in-depth analysis of the working towards grade and shows how secure that grade is.
- Accurately record the Attitude to learning of students using the attitude to learning framework. (Appendix 1)
- All records should provide a detailed record of a students' progress.

- Ensure that accurate recording of all information will support the planning of learning experiences and fulfilling statutory and school reporting requirements.
- All teachers will record data capture information three times per year. This will be recorded using SIMS platform.
- Specially for Non-examination assessments - submit marks (appropriately moderated sample) through the exams officer or relevant platform to the awarding body when required, keeping a record of the marks awarded
- Evaluate individual student progress and take appropriate action where there is cause for concern

Heads of Faculty will;

- Accurately record student progress using appropriate tracking systems.
- Identify and reflect on individual student progress.
- Evaluate group progress in order to reflect on practice.
- Implement strategies and/ or interventions to accelerate student progress.

Standards Managers will;

- Identify and reflect on individual and group progress.
- Evaluate group progress in order to reflect on provision.
- Support the Heads of Faculty to implement strategies and/ or interventions to accelerate student progress.

### **3.2 Standardised Tests**

- Standardised assessments including reading age, writing age and Welsh Government personalised assessments are recorded on the appropriate platforms.

## **4. Reporting**

### **4.1 Form Tutor Report**

All students will receive one form tutor report in the Autumn term. The report focused on a student's attitude to learning across all aspects of school life. *An example of our form tutor report can be found in Appendix 2.*

## **4.2 Interim Reports**

Interim reports are distributed to parents after every 'data capture'. Parents receive two interim reports each year.

The information included in the interim report: (years 7 & 8)

- Attendance data.
- Positive and negative class charts points.
- Reading age information.
- Writing age information.
- Progress in cross curricular skills (literacy, numeracy and digital competency)
- Diagnostic comments outlining strengths and areas to focus on to progress further.
- Progress in each AoLE / discipline
- Attitude to learning in each AoLE / discipline

*An example of our interim report (7 &8) can be found in Appendix 3.*

The information included in the interim report: (years 9- 13)

- Attendance data.
- Positive and negative class charts points.
- Target Grade
- Working Towards Grade
- Fine Grade
- Attitude to learning in each subject.

*An example of our interim report (9 – 13) can be found in Appendix 4.*

## **4.3 Full Reports**

Each pupil will receive one full report each academic year. The report aims to provide meaningful feedback to parents on students progress in all subject areas. The full report will include all of the information included in the interim report alongside an additional narrative report. The narrative report describes the progress made in the context of the specific subjects. Targets will also be subject specific identifying the next steps in the student's learning.

*An example of our full report narrative can be found in Appendix 5.*

## **5. Quality Assurance**

After each assessment cycle, data analysis documents are created to enable the leadership team, middle level leaders and individual teachers to analyse assessment and tracking data for individuals, specific groups and whole cohorts of students. In our use of tracking and assessment data, we wanted to ensure that assessment should also enable practitioners and leaders within the school to understand whether different groups of students are making expected progress. Best practice is identified and areas of improvement included in Faculty Improvement plans to further drive standards, identify students of concern and ensure specific action is taken to address any underperformance both within the classroom and, where appropriate, in the form of contact home and/or additional interventions or revision sessions.

Regular calendared quality assurance activities (learning walks, student voice and work scrutiny) feed into the faculty and whole school improvement plans. Data response meetings with senior leadership team should include focus on data analysis as well as quality assurance activities.

## **6. Monitoring**

The procedures and activities outlined in this policy are continually reviewed by all school leaders, staff, students, and parents / carers through a continual cycle of reviews that measure progress towards agreed success criteria.

Procedures and the means by which progress is being measured and recorded will be amended as appropriate where outcomes do not meet those expected.

The policy will be monitored by the leadership team and any recommendations for change presented to school governors.



## Appendix 1

### Attitude to learning Framework

# Pontypridd High School

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| AtL Grade |           | Your Attitude to Learning  |  |
|-----------|-----------|--|--|
| A         | Always    | <p>Be an <b>ambitious, confident, ethical contributor</b> at PHS.</p> <p><b>Ambitious:</b><br/>When work becomes challenging, you persevere and demonstrate resilience.<br/>You set your own aspirational targets and ask relevant questions to support your learning.<br/>You are able to work independently.</p> <p><b>Confident:</b><br/>You use your Literacy, Numeracy and Digital skills to the best of your ability.<br/>You ask for help where appropriate and learn from your mistakes.<br/>You engage with and show interest in your learning.<br/>You engage purposefully with relevant experiences to extend your learning outside of the classroom.</p> <p><b>Ethical:</b><br/>You are respectful and behave sensibly and safely.<br/>You consider how your actions impact on other learners.</p> <p><b>Contributor:</b><br/>You respond very well to feedback and use it to improve your work.<br/>You are punctual and ready to learn, bringing all required equipment to school.<br/>You wear correct uniform to school.</p> |  |
| B         | Often     |  |  |
| C         | Sometimes |  |  |
| D         | Rarely    |  |  |

## Appendix 2

### Form Tutor Report



## Pontypridd High School Student Attitude to Learning Report

Name:  
Reg: 7P  
  
Achievement points: 117  
Negative points: 0  
Reading Age: 12 years  
Attendance: 96%

### Assessment Summary:

Form Tutor:

#### Ambitious learner by:

|  |   |
|--|---|
| Showing perseverance and a 'can do' attitude | A |
| Always having high expectations              | A |
| Working independently                        | A |

#### Confident learner by:

|  |   |
|--|---|
| Asking for help when it is needed                | B |
| Engaging with learning in class                  | A |
| Extending learning through completing 'Discover' | A |

#### Ethical learner by:

|                            |   |
|----------------------------|---|
| Showing respect for others | A |
| Behaving sensibly          | A |

#### Contributing to own learning by:

|  |   |
|--|---|
| Being punctual for school and lessons        | B |
| Bringing correct equipment at all times      | A |
| Wearing correct uniform and kit at all times | A |

| Grades |        |   |       |   |           |
|--------|--------|---|-------|---|-----------|
| A      | Always | B | Often | C | Sometimes |
| D      | Rarely |   |       |   |           |

### Appendix 3

Interim report year 7/8



## Pontypridd High School Spring Report

Name:  
Reg: 8P  
Achievement points: 336  
Negative points: 0  
Reading age: 15 years 5 months  
Writing age: 12 years 1 month  
Attendance: 90%

Assessment Date: March 2023

|          | Emerging | Expected | Exceeding | Excelling |
|----------|----------|----------|-----------|-----------|
| Literacy |          |          |           |           |
| Numeracy |          |          |           |           |
| Digital  |          |          |           |           |

During this term,            has focused on improving skills in Literacy, Numeracy and Digital Competency. Below you will find some feedback regarding the progress made in each of these skills areas:

### **Literacy**

Your child has made good progress on these skills:

- Independently selecting sentences, phrases and relevant information from texts to support views.
- Spelling words with complicated spelling patterns correctly. Using a wide range of punctuation correctly and controlling tenses.
- Writing imaginatively, applying a wide range of literary techniques in descriptive writing. Ideas are often paragraphed and sequenced clearly.

To progress further your child needs to focus on these skills:

- Making apt and confident selections from texts to support views. Showing perception and an awareness of the subtleties of language.
- Accurately spelling irregular words and using a wide range of punctuation confidently. Secure control of tenses.
- Imaginative writing is fluent, engaging and sustains the reader's interest. Making ambitious vocabulary and style choices for effect.

### **Numeracy**

Your child has made good progress on these skills:

- Estimating metric unit for the situation (e.g. length of a door? = 2m).
- Carrying out more complex metric conversions (e.g. mm into m).
- Substituting into a more complex formula (without rearranging). With support, rearranging a simple formula to find a missing value.

To progress further your child needs to focus on these skills:

- Estimating metric unit for the situation (e.g. length of a door? = 2m) and using this to estimate the measurement of another object/distance,
- Converting between metric and simple imperial units (e.g. 1cm = 2.5 inches).
- Rearranging a simple formula to find a missing value.

### **Digital Competency**

Your child has made good progress on these skills:

- Locating and saving the files I would like to use and opening them.
- With support, searching for information and explaining the reliability of the sources used.
- With support, sharing an appropriate document for the task so others can work on it too.

To progress further your child needs to focus on these skills:

- Locating and saving a range of files which I would like to use and opening them.
- Searching for information and evaluating the reliability of the sources used to gather information on the topic.

Sharing an appropriate document for the task with others to work on together

### Progress within subjects

Name:

Assessment Date:

|                      | Subject              | Achievement |          |           |           | Attitude to Learning | Teacher         |
|----------------------|----------------------|-------------|----------|-----------|-----------|----------------------|-----------------|
|                      |                      | Emerging    | Expected | Exceeding | Excelling |                      |                 |
|                      | English              |             |          |           |           | A                    | Mr G Heath      |
|                      | Maths                |             |          |           |           | A                    | Mrs Z Toomey    |
|                      | Science              |             |          |           |           | A                    | Miss B Edwards  |
| Expressive Arts      | Art                  |             |          |           |           | B                    | Mr C Husband    |
|                      | Music                |             |          |           |           | C                    | Mr R James      |
|                      | Performing Arts      |             |          |           |           | A                    | Mrs V Thomas    |
| Humanities           | Humanities           |             |          |           |           | B                    | Mrs V Thomas    |
| Health and Wellbeing | Health and Wellbeing |             |          |           |           | A                    | Miss K Fleming  |
|                      | Physical Education   |             |          |           |           | B                    | Miss A Bayliss  |
| Languages            | Spanish              |             |          |           |           | A                    | Ms E Jones      |
|                      | Welsh                |             |          |           |           | A                    | Mrs G Mills     |
| Technology           | Digital Technology   |             |          |           |           | B                    | Miss M Jones    |
|                      | Engineering          |             |          |           |           | B                    | Miss M Jones    |
|                      | Product Design       |             |          |           |           | A                    | Mr L Van-Baaren |

| Attitude to Learning Grades |        |   |       |   |           |          |
|-----------------------------|--------|---|-------|---|-----------|----------|
| A                           | Always | B | Often | C | Sometimes | D Rarely |

## Appendix 4

Interim report (9 – 13)



# Pontypridd High School Spring 2 Report Year 11

Name:  
Reg: 11T  
Attendance: 100%

Achievement points: 286  
Negative points: -1

### Assessment Summary:

| Fine Grade<br>Spring<br>2023 | Subject                                 | Target | Working<br>Towards | Fine<br>Grade | Attitude<br>to<br>Learning | Teacher         |
|------------------------------|---|--------|--------------------|---------------|----------------------------|-----------------|
| B3                           | English Language                        | B/C    | B                  | B2            | A                          | Mrs E Amos      |
| C1                           | Mathematics                             | B/C    | B                  | B3            | A                          | Miss C Eveleigh |
| B1                           | Science Double<br>Award                 | B/C    | B                  | B3            | B                          | Miss C Lee      |
| B1                           |   |        | B                  | B3            | B                          |                 |
| B2                           | Health and Social<br>Care and Childcare | B/C    | B                  | B2            | B                          | Mrs A Davies    |
| DS3                          | Hospitality &<br>Catering               | Merit  | Dist*              | DS3           | B                          | Mrs M Sidoli    |
| B2                           | PE                                      | B/C    | B                  | B3            | B                          | Mr T Longden    |
| B2                           | RS SC                                   | B/C    | C                  | C2            | A                          | Miss C Jones    |
| A3                           | Welsh                                   | B/C    | A                  | A3            | B                          | Ms D Thomas     |

## **Appendix 5**

### *Full Report Narrative*

|   |         |                        |           |
|---|---------|------------------------|-----------|
| <b>Subject:</b>   | English | <b>Assessment Area</b> |           |
|   |         | Literacy Skill:        | Exceeding |
| <b>Teacher:</b>   |         | Content:               | Exceeding |
|   |         | Attitude to Learning:  | A         |
| <b>Progress:</b><br><br>attitude and behaviour have been excellent this year. She has been able to demonstrate an excellent knowledge and understanding of the topics studied in class, in particular the study of media awareness. writes at length and her written accuracy is generally good. She develops her opinion well when writing and when speaking. consistently demonstrates high quality understanding and work in her book. |         |                        |           |
| <b>Target:</b><br><br>is working confidently in class. In preparation for her next assessment, needs to continue to improve her writing accuracy and her reading and inference skills . She needs to focus on how writers use specific words and phrases in order to achieve certain effects. She also needs to keep up the excellent attitude to learning she has demonstrated so far this academic year.                                |         |                        |           |