



HARMONIZE ACADEMY

ASSESSMENT, RECORDING AND REPORTING POLICY

POLICY WRITTEN BY:	PRINCIPAL
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Trust, Respect, Compassion, Forgiveness

ASSESSMENT, RECORDING AND REPORTING POLICY

THE AIM and RATIONALE

Our assessment procedure reflects the new National Curriculum and the new GCSE grading system. Targets will be determined by the students' KS2 results and entry baseline assessment. Recording and reporting is based on the numerical system in line with the **GCSE 9-1** grades. Vocational qualifications are based on a **pass / working towards / requires improvement** level. In each case, progress will be monitored half termly against target grades and interventions will be put in place for students who are not showing required progress.

- All students will be baseline tested in each subject on entry and results will be entered into SIMs.
- All students will have *Schonell* reading and spelling tests.
- Progress will be reported through evidence in student books, Schemes of Work and Standardisation Meetings documentation.
- The reporting of progress within subjects will allow for targeted interventions for students but also for teacher and faculty evaluations of Schemes of Work.
- Subject teachers will carry out baseline tests to gather knowledge of students' starting points based on their own subject levels; this Baseline will take place in September or on entry. The baseline information will inform staff of the subject level each student is working at.
- Teachers will input a progress review (PR) grade for each learner into their individual assessment marksheets on SIMS each half-term.
- All **GCSE** subjects will be reported **9-1** in line with the new GCSEs.
- All **vocational qualifications** will be reported on a **pass / working towards / requires improvement** level unless another grading system applies.
- Teachers will input a mark for Effort and a mark for Behaviour for each learner into their individual assessment marksheets on SIMS towards the end of each full term.
- There will be a **Review Day for Parents and Carers** to inform parents/carers of student progress at the end of each academic year.

TARGETS

GCSE targets will be set for every student for every subject on entry. These will be based on KS2 results and baseline tests.

We will assess, record and report progress six times a year. Each department will have their own method of assessment each cycle which will be indicated in the Scheme of Work. This will be a combination of summative and formative assessment.

REPORTS

Reports will be sent out to parents/carers and referring schools at the end of each term. Target levels and current grades will be entered on the reports as well as a level for effort and behaviour (Outstanding, Good, Poor, Inadequate).

SCHONELL READING and SPELLING TESTS

The **Schonell Reading and Spelling Tests** are administered to each student on entry to the school in order to get baseline Reading Age and Spelling Age scores. The tests are then repeated every six months to measure student progress.

The results of the **Schonell** tests are used to identify students who will benefit from targeted intervention to improve their literacy levels.

If the results of the **Schonell** tests suggest that a student may be dyslexic, or if similar concerns are raised by members of staff, the **Rapid** dyslexia screening test is used to assess the probability of dyslexia. The results of the screening tests are used to inform further intervention or action, where necessary.