

Assessment, Recording & Reporting Policy

1. Background & Purpose

Assessment plays an integral part in learning. It is vital that students are informed of expected capabilities, current performance and how to improve. All assessment procedures should facilitate these outcomes and it is this commitment to Assessment *for* Learning on which this policy is based.

2. Aims of this Policy

The purpose of assessment is to:-

- identify the strengths, weaknesses, achievements and needs of each individual student so that decisions can be made about the next stage of their learning
- recognise the students' achievements and abilities and to give meaningful feedback in order to encourage further progress and inspire an increased sense of responsibility for their own learning
- aid planning, review and development of the curriculum provision in terms of what is learned and how it is learned
- provide useful information about individual students to indicate progress to parents/carers
- aid transition between learning groups (when required) and from year to year
- provide information in order to ensure that standards and levels of learning provision are being maintained or enhanced
- aid decisions about future provision and resource allocation

A variety of methods of assessment are employed:-

- monitoring work as it progresses
- conversations with individual students and groups of students
- observation of responses/contributions during question and answer or open discussion sessions
- students' mutual (peer) evaluation of their completed pieces of work
- student presentations and demonstrations
- interactive quizzes
- pre and post-activity questionnaires
- marking students' work in line with this policy
- formal testing
- reviewing individual students' performance in external assessments and examinations with reference to prior attainment

The Teacher's aim is to be diagnostic and supportive, offering praise and/or remediation within the agreed timeframe.

Continuity and progression are integral to the delivery of all aspects of our curriculum and are embedded in the UTC's learning offer. Every form of assessment helps to inform and shape future planning both on an individual basis and on a larger scale.

3. The Assessment, Recording & Reporting Cycle

In line with the UTC calendar, all teachers and those who support students must ensure that they are in a position to provide accurate and meaningful reports at the required times. Teachers must keep records of all work set and the marks or grades awarded.

Every learning session should include some form of assessment activity that allows students to demonstrate the progress they have made and which informs their future work.

It is expected that each student will have assessment grades recorded in the MIS twice per term for each curriculum area they study. Teachers will be expected to provide a Current Working Grade and an assessment of Attitude to Learning. These together with periodic formal assessments and examination results are to be given as a GCSE, BTEC or AS/A2-level grade which may be supported by a raw score or percentage to indicate higher or lower attainment within a grade boundary. An Attitude to Learning grade (1-4 Outstanding – Inadequate) should also be given. These will provide an easy method of comparison of our students' progress and attitude to learning compared to targets both individually and from group to group.

It is vital that students understand the qualification grading system for each course they are following. Sufficient time should be allowed to review individual student's performance in formal assessments and examinations so that they know why their work was graded as it was and what they may need to do to improve in the future.

All students should be made aware of this grading system at the start of each UTC year and a display detailing this system should be clearly visible in the learning spaces.

Constructive comments made by the teacher, or other member of staff, concerning an individual student's work are extremely valuable and this practice is to be encouraged. Such comments can be either written on the work or given orally when the work is returned after marking or assessing.

The termly Interim Reports and annual Academic Reports or References that are sent home printed and electronically should be completed so as to be as useful and informative as possible to both our students and their parents/carers. It is of paramount importance, and a matter of professional standards, that the finished documents are 100% accurate and error-free.

On Interim Reports, Annual Reports and References the following scales for Current Grade (from Teacher's MIS entries), Target Grade (generated from prior attainment data) and Attitude to Learning are used:-

Current Grade and Target Grade	GCSE	A* to G or U
	English GCSE	1-9
	Maths	1-9
	AS/A2 Level	A/A* to E or U
	BTEC & NVQ	Distinction(*)/Merit/Pass or U

Functional Skills other courses	Entry Levels 1, 2, 3, Levels 1, 2 as described in the Prospectus
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Attitude to Learning

1 – Outstanding
2 – Good
3 – Requires Improvement
4 – Inadequate

After each review period, all Current Grades will be reviewed against Target Grades to ensure accuracy and consistency.

4. Target Setting

The UTC is committed to developing the use of live and historic performance data, as it becomes available, to raise achievement.

At the start of every new unit of work within every programme, students should be made aware of:-

- what they can expect to learn
- where the learning will take place and who will be involved
- how the learning will be delivered and organised in order to allow preferred learning styles to be accommodated
- the resources they will have the opportunity to use
- how their work will be assessed
- how the learning is relevant to the specialisms of the UTC
- how the learning contributes to meeting their present needs, their future needs and the needs of society in general

From these starting points, all students should be encouraged to set themselves individual targets based on their previous assessment grades or test results etc. Teachers should ensure that time is allowed for students to be reminded of, or reflect on, their targets and apply them to their present work.

Teachers are expected to set realistic qualification projected grades (informed by the target grade) and current grades for all students so that these, together with other data and predictors, can be used to identify individual students who may be under-achieving at any time during their studies.

5. Monitoring Impact & Review

- The consistent application and enforcement of an effective policy and the resulting procedures by all staff, with suitable monitoring to ensure this, will improve the achievement and effort of individual students and thus contribute to the overall UTC picture.
- The policy is to be reviewed annually and is linked to the Special Educational Needs Policy (VLT P10).