United Learning
The best in everyone™

Dunottar School

Assessment, Recording and Reporting

Contents

ASSESSMENT, RECORDING AND REPORTING

Policy Statement

Effective assessment is a key way in which the school can fulfil its aim of focussing on each individual pupil. Dunottar School uses a number of internal and external assessments to inform teaching and learning and to facilitate and effectively support pupil progress. We have a commitment to assessing pupils' work regularly and thoroughly. We regularly and systematically use assessment to plan and modify provision for pupils. We evaluate pupil performance against stated school aims and/or national norms. Each and every department and member of staff is required to implement this policy within their own area of the school. It is expected that all pupils must make good progress according to their ability.

This policy applies to all members of our school community. Dunottar School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity policy document.

Dunottar School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the main school office and should be read in conjunction with the following documents the Equal Opportunities policy, Curriculum Policy, Special Educational Needs Policy and PSHEE policy.

This document is annually reviewed by J. Hislop or as events or legislation change requires.

Procedures

- Assessment of pupils' work is consistent and regular.
- Assessment takes different forms. Examples include examinations, CATs, speaking assessments, NEAs (Non-examined assessments (NEA) are present in a number of GCSE and A Level courses. These are externally set assessments completed under controlled conditions within school).
- Marking is thorough, with constructive comments, using where appropriate, curriculum criteria, or referenced to GCSE or A level criteria. There is clear guidance on how pupils can raise the standard of their future work.
- Marking ensures pupils know how to progress.

- All grades/levels used must be understood by the pupils.
- Assessment is used regularly and systematically to plan and modify provision for pupils and inform future planning.
- Pupil performance is evaluated by reference to the stated school aims and the national norms.
- Pupils who are underachieving are monitored through the use of data tracking, teacher feedback and intervention strategies are implemented. The method of intervention is tailored to individual pupils needs but may include mentoring, additional support lessons, additional set work and/ or adapted work.
- Peer and self-assessment are used as part of the assessment process.
- Verbal feedback and live marking in class is an important part of the assessment process.

Use of standardised and external assessments and the data from assessments.

- Midyis, Yellis and Alis are used as baseline measures and pupils take GCSEs and A Levels.
- The management of data is overseen by Rea Pope (Director of Curriculum Resourcing) and monitored by the Headmaster, the Deputy Head (Academic) Janine Hislop and the Teaching and Learning Team (Assistant Head Learning and Innovation, Grant Taylor and Lead Practitioner, Nicola Wintle). The analysis of data is overseen by the Teaching and Learning Team. Heads of Department and Heads of Year are also required to analyse all available data to ensure that each pupil is making good progress according to their ability and to effectively inform planning, teaching, support pupil progress and highlight any individual interventions that are needed. Analysis of data also allows results to be compared with national norms and with other schools across the group.
- There is regular CPD provided to teachers regarding the use of data and how it can be used to monitor and intervene to help improve pupils' attainment.

Recording

- All teachers are required to keep a record of marks, levels or grades, throughout the year. They also give academic distinctions, credits and warrior marks to recognise attainment and reward warrior learner behaviours.
- All teachers complete regular tracking grades at GCSE and A Level according to the agreed published schedule.
- All teachers submit marks from a common assessment task (CAT) every half-term for Key Stages 4 and 5 and every term for Key Stage 3. Pupil progress is recorded and tracked centrally and sent to the Teaching and Learning Team for analysis. The data are monitored by the Heads of Departments reporting to the Deputy Head (Academic).
- Teachers are required to produce records of pupil achievement, reports or progress reports on individual pupils at the request of the SLT or Heads of Department.
- Learning behaviours according to the Warrior Learner principles are tracked against attainment.

Reporting

- Unless otherwise agreed between the parents and the school, information about a pupil's progress and attainment is sent to the parents of every registered pupil in accordance with the reporting schedule.
- Each pupil will receive a full annual report at least once a year and interim reports according to the reporting schedule. This will be shared electronically via the parent portal on Firefly.
- Reports, where appropriate include, attainment marks for KS3 and minimum expected grades and challenge grades at GCSE and A Level. Year 13 pupils also receive their UCAS predicted grades in the Autumn term.
- All reports refer to the Learning Warrior behaviours in four statements that follow our Warrior Learner principles.
- Parents' Evenings occur annually, and other meetings occur as the need arises between some parents and staff. In Year 10 and Year 12 there are additional Invitation Only Parents' Evenings following the summer examinations.
- Parents and pupils are able to contact subject teachers directly by email with any concerns.

Name of Owner	Pippa Smithson	Authorised 16/9/15 (RC)	
Governor responsible	Olivia Gadd		
Date Document Reviewed	30.9.14	R. Cole	
Date Document Updated	14.7.15	S. Thorne	
Reviewed	July 2016	S. Thorne	
Update	Jan 2017	Procedural change	
Date Document Reviewed	July 2017	P. Smithson/ N. Wintle/ S. Thorne	
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Update	Sept 2018	Reporting schedule	S.Thorne
Date Document Reviewed	July 2019	P. Smithson/ N. Wintle/ S. Thorne	
Date document updated	March 2020	Change of personnel	
Date Document Reviewed	August 2020	N.Wintle/ S.Thorne/ G.Taylor	
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Date Document Reviewed	October 2022	J.Hislop	
Date Document Reviewed	December 2023	J.Hislop	
Date Document Reviewed	December 2024	J.Hislop	
Next Review Date	December 2025 or when events/ legislation changes		

Reporting Deadlines

Progress Reports:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Groups	7, 8, 9, 10, 11, 12, 13	7,8 10, 11, 12, 13	7, 8, 9, 10, 11, 12, 13	7, 8, 9, 10,	8, 9, 10, 12,	7, 8, 9, 10, 12 = Exam Report
Reports open	Monday 16th September 2024	Monday 11th November 2024	Monday 13th January 2025	Monday 24th February 2025	Tuesday 22nd April 2025	Monday 9th June 2025
Subject teacher Deadline	Monday 7th October 2024	Monday 2nd December 2024	Monday 3rd February 2025	Monday 17th March 2025	Monday 13th May 2025	Thursday 19th June 2025
Publish Date	Thursday 17th October 2024	Thursday 12th December 2024	Thursday 13th February 2025	Monday 31st March 2025	Thursday 22nd May 2025	Yr. 7, 8 & 9 = Monday 30th June 2025 Yr. 10 & 12 = Tuesday 24th June 2025

Mock Exam report for Yr. 11 and Yr. 13: Deadline for data entry = end of INSET on Thursday 2nd January 2025

Full Reports:

	Yr. 7	Yr. 8	Yr. 9	Yr. 10	Yr. 11	Yr. 12	Yr. 13
Subject teacher deadline	Friday 25th April 2025	Monday 13th January 2025	Monday 11th November 2024	Monday 13th January 2025	Monday 3rd March 2025	Monday 3rd March 2025	Monday 3rd March 2025
HoD check deadline	Wednesday 30th April 2025	Monday 20th January 2025	Monday 18th November 2024	Monday 20th January 2025	Monday 10th March 2025	Monday 10th March 2025	Monday 10th March 2025
Tutor deadline	Tuesday 6th May 2025	Monday 27th January 2025	Monday 25th November 2024	Monday 27th January 2025	Monday 17th March 2025	Monday 17th March 2025	Monday 17th March 2025
HoY Deadline	Monday 12th May 2025	Monday 3rd February 2025	Monday 2nd December 2024	Monday 3rd February 2025	Monday 24th March 2025	Monday 24th March 2025	Monday 24th March 2025
Publish date	Thursday 22nd May 2025	Thursday 13th	Thursday 12th	Thursday 13th	Friday 4th April 2025	Friday 4th April 2025	Friday 4th April 2025

		February 2025	December 2024	February 2025			