

## Assessment Roles and Responsibilities



### Head teacher

Ensures:

- School meets statutory requirements
- Agrees statutory targets (whole school level)
- Disseminates information to assessment leader
- Reviews implementation of assessment
- Monitors and analyses data for trends
- Report to Governors
- Determines priorities in SIP linked to assessment data
- Monitors quality of procedures
- Defines roles and limitations of subject and middle leaders
- Communicates any specific staff development issues
- Reports to parents, governors on standards and quality
- Keeps staff up to date with national initiatives

### Governors

- Monitor assessment procedures and practices.
- Ensures school meets statutory requirements.
- Monitors and agrees statutory targets (whole school level)
- Monitors and analyses data for trends.
- Standards Committee report to Full Governing Body
- Agrees priorities in SIP linked to assessment data.
- Monitors quality of procedures and practices.
- Monitors Action Plans linked to the SIP and ensure their implementation
- Attend termly Standards Governors meetings (Standards Committee)
- Liaise regularly with key staff including Headteacher, assessment Co-ordinator, phase leaders, subjects leaders
- Keep up to date with local and national developments on assessment
- Attend appropriate INSET and disseminate information to colleagues

### Class teachers

- Clear planning from the age appropriate key skills (shared with pupil)
- Ongoing assessment
- Feedback to pupils—dialogue/written comments
- Reports to parents – pupil progress, attainment, next step setting individual targets for improvement
- Carries out school based and/or national statutory tests/tasks
- Record significant progress
- Uses agreed range of assessment methods and techniques to gather and use information in line with school's policies
- Implement the marking and feedback policy consistently across the curriculum
- Ensures information is transferred to next teacher/school
- Identify pupils in need of support. Liaise with SENCO (Pupil Profiles)
- Complete action plans for groups of children to monitor and evaluate additional provision (SEN, EAL, PP)
- Gather children's ideas on assessment / their experience

## **SENCO**

- Close liaison with class teachers / assessment leader
- Monitors progress against IEP, IBP, HCP, intervention programmes (WIPs)
- Maintains and updates SEN, EAL and PP registers
- Specific assessment tasks – diagnostic instruments
- Liaising with external agencies
- Formal assessment for Education, Care and Health Plans

## **Assessment and Reporting Leader**

- To provide guidance and support to colleagues on all matters relating to assessment, being fully aware of statutory requirements/ national guidance
- To provide or arrange training on matters relating to assessment
- To coordinate the production and review of school policy and guidelines on assessment and reporting
- Advise on the statutory tests assessment procedures and coordinate electronic transfer of data
- Monitor assessment procedures and practices
- Produce annually an Action Plan for the SIP and ensure its implementation
- Report termly to the Standards Committee and full governing body
- Liaise regularly with other key staff (see below)
- Act as consultant to all colleagues on assessment issues
- Monitor the effectiveness of record keeping including curriculum planning, pupil records and reports on pupil achievements
- Coordinate the collation and analysis of attainment data and advise on its use for pupil, class and school level target setting
- Evaluate the quality and appropriateness of existing resources
- Manage the purchase and deployment of assessment resources
- Keep up to date with local and national developments on assessment
- Attend appropriate INSET and disseminate information to colleagues
- Attend Assessment Leader cluster groups regularly

## **Subject Leaders**

- Ensure curricular schemes of work and learning objectives are clear
- Ensure methods and procedures are implemented effectively
- Monitor plans to ensure assessment informs planning
- Monitor levels of attainment / standards / rate of progress
- Uses data to make changes to curriculum - interpret, analyse to set targets
- Reports to LiLT and governors on schemes of work, standards and on progress of SIP
- Generates portfolios of standards