

Assessment and Reporting Policy

Reviewed by: Teaching and Learning Committee

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1.0 Overview

- 1.1 The purpose of this policy is to outline the principles, practices, and procedures for assessment and reporting. It aims to ensure that assessment supports learning, informs teaching, and provides clear, timely, and accurate information to students, parents/carers, and relevant stakeholders.
- 1.2 Assessment reflects the formal and informal judgements made by teachers and students about standards of work, and is measured, where appropriate, against nationally agreed criteria.
- 1.3 Formative assessment is used throughout the year to inform teaching and learning and identify any areas for improvement. This includes low stakes testing where a simple quiz is employed to ascertain the extent to which knowledge is being retained and to establish an understanding of gaps in knowledge and/or skills at individual and whole class level.
- 1.4 Summative assessment is used to evaluate learning and progress by awarding a raw score or grade of attainment to a student. Summative assessment informs the reporting process.
- 1.5 We believe that this policy will enable us to assess student progress in a coherent and consistent way and facilitate higher achievement for students across all levels of ability. The school believes that achievement is not fixed; that with hard work, good focus, high attendance and support from home, every student can make progress.

2.0 Purpose of Assessment at the school

2.1 Purposes:

- 2.1.1 To identify strengths and gaps in student knowledge which informs teaching
- 2.1.2 To recognise and reward the achievement and progress of all students
- 2.1.3 To help the teacher in planning the next stage of the pupil's learning
- 2.1.4 To give students feedback about their achievements and inform next steps
- 2.1.5 To give pupils the opportunity and responsibility to assess and monitor their work
- 2.1.6 To provide the information needed for accurate reporting to parents

- 2.2 Departments use a range of assessment types through the year, both formative and summative. Assessment is on-going and fully embedded into teaching and learning.

3.0 Principles of Summative Assessment

- 3.1 Each subject is responsible for organising summative assessments that feed into the attainment for a student in the Progress Report. For accurate reporting, summative assessments are expected to be robust, valid and reliable.
- 3.2 Robustness refers to an assessment being both accessible to all students and including sufficient challenge to ensure a fair ranking of the year group.
- 3.3 Validity refers to an assessment being clearly linked to previous learning, including content, skills and question type. Clear assessment preparation should be completed including access to revision or preparation resources for all students.
- 3.4 Assessments need to be reliable, meaning they are completed in the same conditions across different classes. The same timing, classroom expectations and preparation. Departments ensure consistent marking of assessments, including standardisation / moderation time.
- 3.5 Recording of assessment data across the year needs to be in the sims class marksheet that every class teacher has access to, which can then be analysed for the performance of the whole cohort. Each subject will ensure one assessment a year that provides opportunity for students to show use of extra time, to ensure that access arrangements are carefully informed.

4.0 Key Stage 3 Reporting

- 4.1 Progress Reports show the following information:
- 4.1.1 Effort, Behaviour and Homework grade, using a description scale
 - 4.1.2 A band that is linked to GCSE projected grade
 - 4.1.3 Attendance percentage

- 4.2 The band system is shown as follows:

Band	Grade Projection
1	8-9
2	6-7
3	4-5
4	1-3

4.3 The band provides families with an understanding of where a student's current performance is likely to lead, whilst showing that every student's trajectory through the school is different. The percentage of students within each band reflects the current attainment of the year group and the school's consistent academic results over time, it is aspirational for continued improvement.

4.4 The fixed banding ensures consistency across subjects and cohorts, together with transparency for parents.

4.5 To ensure reliability, the ranking includes the most recent 3 assessments, although for subjects with a small number of lessons this may not be the case in the first Year 7 Progress Report. This will begin in year 7 in academic year 25-26 and move into year 8 with the year group.

5.0 Absence

5.1 Where a student has been absent for an assessment every effort will be made to ensure the assessment is completed later. Where a student has been absent for a significant part of the scheme of work, this will be taken into account and previous assessments used. However, if absence occurs across schemes of work this will impact the band. This reflects the impact that low attendance has on academic achievement.

6.0 Key Stage 4 Reporting

6.1 Progress Reports show the following information:

6.1.1 Effort, Behaviour and Homework grade, using a description scale

6.1.2 GCSE projected grade

6.1.3 Current grade for recent assessment completed in Y10 PR2, Y11 PR2

6.1.4 Attendance percentage

6.2 At Key Stage 4 subjects use nationally standardised mark schemes and exemplar work to inform current and projected grades.

7.0 Key Stage 5 Reporting

7.1 Progress Reports show the following information:

7.1.1 Learner attributes: Conduct; Attitude to Learning, Meeting Deadlines and Active Learning.

7.1.2 ALPS target grade

7.1.3 Projected grade

7.1.4 Recent assessment data

7.1.5 Current performance data following Year 12 and Year 13 mock examinations

7.2 At Key Stage 5 subjects use nationally standardised mark schemes and exemplar work to inform current and projected grades.

8.0 Purpose of Reporting at the School

8.1 Purposes:

8.1.1 To provide evidence for the record of a pupil's achievement

8.1.2 To provide parents with useful information concerning their child's attainment, progress and their approach to learning

8.1.3 To help the school evaluate teaching and the effectiveness of curriculum delivery

8.1.4 To help the teacher, department and school reflect upon their work as a basis for improvement and development

9.0 Targets

9.1 Minimum Expected Grades (MEGs) are currently set using the following processes:

9.1.1 Key Stage 3:

9.1.1.1 MEG set using ALPs (a national organisation used by many schools) using Key Stage 2 (Year 6) national assessment results . Cognitive Ability Tests are used to check these, or where the assessment results are unavailable (for example due to covid closures).

9.1.1.2 The majority of subjects use the targets as they stand. Creative subjects, for which the use of assessment results in English and Maths is not appropriate, modify the targets from the beginning. Subjects are provided the opportunity to revise targets upwards as a student progresses through the school.

9.1.2 Key Stage 4:

9.1.2.1 Minimum Expected Grades used, generated as above using ALPs, where appropriate changed to reflect a pupil's progress. Only in exceptional circumstances will a target be revised downwards.

9.1.3 Key Stage 5:

9.1.3.1 Minimum Expected Grades set using ALPS, calculated from GCSE scores.

9.1.3.2 MEGs are used internally to ensure progress is monitored, and are held on Teacher Mark Sheets. They will be shared with parents on reports when set at the beginning of key stage 3, and again in key stage 4 and 5.

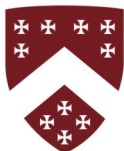
10.0 Parent Evenings

10.1 Each year group has one parent evening per year, usually following a Progress Report. For Year 11 and Year 13 two parents' evenings are provided.

11.0 Related Policies

11.1 This policy should be read in conjunction with the feedback policy.

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