Assessment and Reporting Policy

Date last reviewed	May 2026
Committee Responsible	QE
Designated member of staff	Tom Gordon Walker
Date of next review:	May 2027

The policy continues to be under annual review and is led by the Deputy Headteacher (Assessment and Reporting)

STATEMENT OF INTENT

Assessment should be carried out as a clear and meaningful process that accelerates the progress of students

- Students must be aware of assessment processes, their own attainment and, where applicable, how to work on their teacher's recommendations on how to ensure progress and improve (Next Steps)
- Assessment, reporting and recording is central to the teaching and learning process. It provides a means of identifying strengths and targeting areas for development, evaluating progress and gathering data for a range of audiences. It should involve dialogue and communication between teachers, students and parents
- Assessment should guide long and short term planning. Effective planning depends upon well managed assessment strategies, coherent monitoring practice and regular evaluation of outcomes
- Students should be made aware of the assessment criteria
- Teachers should ensure they include a wide variety of assessment activities
- Assessment supports equal opportunities.

The purposes of acquiring information for assessment should be:

- Formative - so that the positive achievements of students may be recognised and discussed and to aid decisions on how learning can be advanced. So that information can be used as feedback

to modify teaching and learning strategies
- Constructive - so that individual progress can be built upon and targets for improvement can be set
- Summative - so that the overall attainment of the student can be recorded in a systemic way
- Evaluative - so that aspects of the work of the school can be judged and reported on.

PROCESS

The overall purpose of assessment is to promote student learning, leading to higher achievement by providing motivation to learn. The three main elements for the processes are:

1 - For Learning
Assessment should support individual students in their learning through the process of review, evaluation and target setting and forward planning. The process should seek to:

- Recognise, acknowledge and celebrate individual progress and achievement
- Identify learning difficulties and barriers to learning and inform decisions about the next and future steps to learning
- Help students to take responsibility for, and to participate in their learning
- Provide students with clear and positive feedback on their progress
- Assist students in setting targets for their personal and academic achievement

2 - For Teaching
Assessment, recording and reporting should be a continuous and developmental process that should help the teacher to evaluate curricular provision for individuals and for groups of students.

Through the process of review, assessment should support teaching by:

- Evaluating curricular provision for individual and groups of students giving due regard to equality of opportunity
- Determining the appropriateness of educational activities and experiences
- Providing feedback on the effectiveness of specific teaching materials and strategies
- Encouraging collaboration amongst colleagues both within and across curriculum areas.

3 - For Reporting
Assessment should inform parents, carers, teachers and other stakeholders in the progress and achievement of students and their future directions by the school.
- Giving parents/carers access to attainment and achievement information and to certain school data which relates to their children
- Consulting parents/carers regarding such information, with a view to presenting it in a format which is understandable and reporting this at reasonable time intervals
- Encouraging staff to use information produced by colleagues to enable them to gain a fuller insight into students' aptitudes, abilities and skills
- Using assessment information to monitor and improve the overall effectiveness of the school curriculum.

TYPES OF ASSESSMENT

The school is mindful of the fact different subjects undertake assessment in varying formats depending on the requirements for that subject. All students who are entitled to access arrangements should have them provided in their assessments

SELF-ASSESSMENT

Self-assessment is an important skill to be developed and is crucial if students are to set themselves appropriate targets. The process of self-assessment needs to be learnt. It should therefore be introduced gradually and in a structured way. All students should engage in some form of self-assessment at least once per module or more often, if changes of topic support this.

STANDARDISATION

Standardisation within individual departments, or between schools in the MAT, should feature as an aspect of the assessment policy in each curriculum area. This serves two key purposes:

- It ensures that appropriate credit is given to work of similar quality
- It promotes discussion of students' work and their strategies.

Feedback and Assessing

At Grey Court, we believe that when approaching effective feedback, one size does not fit all. As a result of this, we have departmental marking and feedback policies. This has allowed teachers and leaders to ensure that the policy fits the students' learning and progress, rather than the other way round.

Feedback is usually supported by a formative comment (Next Steps), expressed in clear language, which enables the student to move forward. Feedback should take a written format when possible and appropriate for the subject. Students are required to respond to teacher feedback and/or improve their work by using a green pen or green font for written subjects. For practical subjects, students are encouraged to verbally explain their response or show it in practice

Formal Assessment

Formal assessments should follow the marking policy for the faculty, in many cases every term a formal assessment task is undertaken and grade (1-9) awarded. When grades are awarded they should be noted in the student's exercise book on the front cover sheet, to keep parents informed of progress.

- Assessment criteria should be clearly defined and where possible linked to level descriptors
- For Years 7 to 11 on the GCSE 1-9 scale is used but sub divided e.g.:
  3E (Emerging level 3) 3S:(Secure level 3) 3A: (Advanced level 3)
- In order for students to be fully involved in the assessment process, they will need to have a clear understanding of the learning outcomes to be assessed.

- Formal assessments may take a variety of forms, not just written work; e.g. end of module test, investigation write up, practical assessment, oral presentation, formal written assessment or project work
- Formative comments and clear targets for improvements should be made (Next Steps)
- Students should be involved in a self-evaluation and assessment process.

RECORDING

In order to feed into the reporting process, staff should also record the following judgements as indicated in the assessment calendar. This information will be used to generate the progress reports and will form the basis of discussion during the Academic Tutoring Day.

- Current level of performance grade
- Latest assessment grade
- Attitude to Learning grade
- Summary comments
- Next step comments

The following criteria should be used in awarding Attitude to Learning, Homework and Presentation grades:

Attitude towards learning (includes behavior, punctuality, participation, bringing homework and equipment to lessons)
Graded on a four point scale – Very Good (VG), Good (G), Fair (F) or Inadequate (I)

VG **Very Good**
A Committed focused learner. Feedback taken onboard and they seek every opportunity to improve

G **Good**
A hard worker, most HW completed on time and to a good standard. They respond well to feedback.

F **Fair**
Can apply themselves in lessons, lack of effort in HW. Needs to work on their commitment to learning.

I **Inadequate**
Sometimes they apply themselves in lessons, little HW completed. Has regular lapses in focus which limits their progress.

USE OF BASELINE AND ASSESSMENT DATA

Teachers are provided with prior attainment, baseline and target data. Staff should also have copies of IEPs for students in their class. These should be integrated into the teachers' planner/records. The data will be provided at the start of each year for each class and can be accessed by teachers from SIMS.

Monitoring of Assessment Data

Heads of Department are responsible for the monitoring of assessment within their department. Each term Heads of Department should ensure staff are recording assessment data and planning lessons in line with our policy.

Work sampling should be used to monitor the quality of marking and assessment. Results from sampling can then be used as a focus for departmental meetings in order to ensure standardisation and support staff development.

Heads of Department should use assessment data to track and evaluate the progress of specific student groups, including:

- SEND and EAL students
- Ability on entry groups (HPAG, MPAG, LPAG)
- Students who are Pupil Premium/Disadvantaged/looked after and vulnerable children
- Gender
- Ethnicity
- Students in different classes/sets/groups

Heads of Department should also expect staff to track individual student progress and take appropriate early intervention where necessary.

Phase Leaders should use assessment data to monitor patterns of student achievement. They should also track students' Homework and Attitude grades. Appropriate intervention and contact with parents should be taken where areas of concern are highlighted. Phase Leaders will track patterns of achievement in relation to specific student groups in the Year Group and draw these to the attention of Form Tutors.

REPORTING

Reporting to parents will occur through:

- Reports and exam result reports
- Parents' Consultation Evenings
- Academic Tutoring Day meetings