



ASSESSMENT & REPORTING

Public Sector Equality Duty

We have carefully considered and analysed the impact of this policy on equality and the possible implications for those with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

Review due June 2026

INTRODUCTION

PURPOSE

The Mission statement sets out our aim to help every person in our school to “become the best we can be”. Assessment is integral to teaching and learning, and informs all aspects of curriculum planning. In order to make effective progress, students need regular, timely, high-quality feedback on their strengths and areas for development. Assessment primarily informs the teacher about the progress being made by an individual student, and by groups of students; so that he or she can make effective intervention in order to secure still greater progress. Reporting processes aim to inform parents and carers about the progress being made by their child, to give accurate indications of likely future performance and to suggest steps that parents can take to support the learning further.

AIM(S)

- i. To establish a consistent, constructive and coherent whole school approach, both within each department and across departments, to the way in which students’ work is assessed, and how their progress and attainment is reported (*Assessment of learning*).
- ii. To ensure that all students, especially those who are disadvantaged, receive timely feedback on their progress, and are informed of the steps that they can take to improve further (*Assessment for learning*).
- iii. Together with the working policy on marking and feedback, to establish expectations regarding feedback and reporting.
- iv. To set expectations regarding the quality and frequency of assessment.
- v. To articulate the purpose and frequency of reporting on students’ progress and attainment.
- vi. Together with the working policy on home-learning, to make clear school expectations regarding homelearning.
- vii. To establish the School’s approaches to assessment beyond levels.

OBJECTIVES

- i. To continue to develop the school’s approaches to assessment and reporting
- ii. To ensure that students value assessment and feedback as a means to inform them about steps to take to consolidate their learning
- iii. To encourage students to adopt a “Growth Mind set”, seeing assessment and feedback as an opportunity to improve and consolidate learning.
- iv. To ensure that teachers value regular assessment and feedback as an indication of the effectiveness of their teaching and as a means to inform them about adjustments needed to future planned learning to ensure that all students make progress that is at least good, irrespective of their starting points
- v. To encourage parents and carers to value information about their child’s progress, so that they can consider support and interventions that they can offer at home.
- vi. To ensure that feedback is well-timed to enable all involved in the education of students to take effective action in response.
- vii. To ensure that assessment is of the right things, at the right time, so that students and teachers are well informed about progress in learning and attainment.
- viii. To ensure that assessment is used effectively to diminish the difference between students and groups of students, thus reducing in-school variation.
- ix. To ensure that reports for parents and carers contain all of the information that they need and want, to inform them of their child’s progress.
- x. To have a range of strategies that keep parents fully informed of their child’s progress in school and to encourage parents to contact the school if they have concerns about any aspect of their child’s work.
- xi. To offer parents and carers opportunities to meet their child’s teacher. During the year there will be appropriately timed parent-teacher evenings and parent-tutor evenings in the secondary phase. There are two formal parents’ evenings per year in the primary phase. There will be two in-year progress tracking reports, and an annual summative report for parents and carers in the secondary phase. In the primary phase, parents and carers receive an annual report on their child’s progress.
- xii. To encourage increasing use of the SIMs Parent App by parents and carers to oversee their child’s day to day progress in school.

PRINCIPLES/VALUES

The school has a duty to assess and report on student progress in a way that is valued by students, parents and carers and is undertaken in a manageable way by teachers, using the best currently available insights into effective practice.

ROLES AND RESPONSIBILITIES

GOVERNORS

To review the progress being made by all students, and groups of students, especially the disadvantaged (where there is a link governor); and to challenge and support as necessary.

HEADTEACHER

To monitor the progress of all students in the school

MEMBERS OF SLT WITH RESPONSIBILITY FOR OVERSIGHT OF ASSESSMENT AND REPORTING

To ensure the implementation of working policies across the school via line management of those with leadership and management responsibilities.

To ensure that assessment is accurate and timely, used effectively with students to improve progress; and to report to parents and carers.

MONITORING AND REVIEW

- Monitoring via TLA meetings between Governors and SLT

- Monitoring by SLT line management via engagement with Quality Assurance Processes and Line Management
- Review via termly updates to the FGB

COMMUNICATION

This policy will be primarily communicated to all stakeholders via publication on the school website

Updated July 2022