

ASSESSMENT and REPORTING POLICY

Purpose of Assessment at the School

1. To identify gaps in student knowledge which informs teaching
2. To recognise and reward the achievement and progress of all students
3. To help develop self-esteem and improve motivation
4. To help the teacher in planning the next stage of the pupil's learning
5. To give students feedback about their achievements and inform next steps
6. To give pupils the opportunity and responsibility to assess and monitor their work

Departments use a range of assessment types through the year, both formative and summative. Assessment is ongoing and fully embedded into teaching and learning. The feedback policy provides detail

Purpose of Reporting at the School

1. To provide evidence for the record of a pupil's achievement
2. To provide parents with useful information concerning their child's achievement and progress
3. To provide parents, students and others with a complete record of progress and achievement
4. To help the School evaluate teaching and the effectiveness of curriculum delivery
5. To help the teacher (and subject department) reflect upon their work as a basis for improvement and development
6. To help monitor progress

Reporting

Reporting to students and parents is in the form of two Progress Reports through the year. These report on attainment, effort, behaviour; and homework. Attainment is reported as a projected grade with progress judged in relation to target grades.

Targets are currently set using the following processes:

Key Stage 3:

Targets set 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). This is completed through FFT, a national organisation.

Key Stage 4:

FFT Targets used, generated as above, where appropriate changed to reflect a pupil's progress. Only in exceptional circumstances will a target be revised downwards.

Key Stage 5:

ALPS (A Level Performance System) targets used, calculated from GCSE scores.

Departments reach projected grades using a variety of assessments through a year, carefully embedded into schemes of work.

At Key Stage 3 this will be a combination of tests, classwork, writing, practical work and homework appropriate to each subject. Formal assessments take place in the core subjects at the end of each year.

In Key Stage 4, a mixture of assessment continues, with an assessment fortnight in Term 6 of Year 10, and a mock exam fortnight in Term 2 of Year 11.

This continues for Key Stage 5 with formal assessment weeks in Term 5 of Year 12 and Term 3 in Year 13.

Parent Evenings

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

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

Approved: September 2022

Review: September 2024