



Assessment & Reporting Policy

Committee	Date of Ratification	Review Date/term	Staff Responsible	Circulation
S&C	Spring 2022	Spring 2024	Deputy Headteacher	Whole School docs Website

The school has a detailed Risk Register which the Governing Body uses to monitor and measure the impact of its decisions as well as informing its planning.

The Risk Register also includes the School's Policy Statement for Risk and Opportunity Management.

To ensure that Risk Management permeates the working of the Governing Body, this policy is referenced in the Risk Register and the committee responsible for the policy should consider the "likeliness" and "impact" level for the appropriate risks.

1. Aims

This policy aims to:

- provide clear guidelines on our approach to formative and summative assessment
- establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers so that they fully informed of and involved in their child's progress
- clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the [Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in the [Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

This policy complies with our funding agreement and articles of association.

3. Objectives

- Create a yearly assessment calendar that reflects at least a termly assessment of progress and attainment. The calendar will include dates for progress report issue and examinations
- Heads of Department will identify consistent assessment opportunities, reflecting the assessment points set in school, across a cohort by reviewing schemes of work and identify assessment criteria for each learning opportunity
- Heads of Department will moderate and standardise assessment procedures to ensure fairness and to meet national guidelines
- Teachers will provide a summary judgement about what has been learned at a specific point in time
- National benchmarks will be established about what a student can achieve and about school performance. This will be used to set aspirational grades for students, and challenging targets for departments, cohorts and the whole school
- Assessment data will be monitored, analysed and reported regularly. It will also be used to identify and implement intervention, particularly for our key target groups so that all students are able to succeed.
- Student assessment records will be accessible to all members of the curriculum, pastoral and learning support staff.

4. Assessment Approaches

At Orleans Park we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents/Carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

The school uses a range of formative assessment strategies, including marking and feedback (written and verbal), questioning, self and peer assessment and or/observations.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Students** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents/Carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

The school uses a range of summative assessment strategies, including end of year assessments, end of topic assessments (often half-termly), trial examinations and/or reviews for students with special educational needs.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Students and parents/carers** to understand how pupils are performing in comparison to students nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5.

5. Collecting and Using Data

The school's approach to when it collects data about their child's performance is explained in our [Assessment Guide](#) on our website. This is updated each academic year.

6. Reporting to parents/carers

The school's approach to how it reports to parents/carers about their child's performance is explained in our [Assessment Guide](#) on our website. This is updated each academic year.

7. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities, as well as those with other protected characteristics.

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points, and take this into account alongside the nature of students' learning difficulties.

8. Roles and responsibilities

8.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

8.2 Senior Leaders

Senior leaders are responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in subjects
- Analysing student progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years

The Data Manager and specific SLT line manager are responsible for ensuring all assessment is quality assured, analysed and reported in a timely manner.

8.3 Middle leaders (Heads of Department and Heads of Year):

Middle leaders are responsible for:

- Ensuring teachers/tutors know their students and keep an up to date record of their performance:
 - Special educational needs and disability (SEND), English as an additional language (EAL) and pupil premium (PP)
 - Aspirational grades
 - Prior attainment
 - Current attainment
 - Current attitude to learning and prep learning grades
- Checking data is accurately inputted and appropriate; HOYs should also monitor the quality of tutor comments
- Using assessment tools (ALPS, 4Matrix etc) to track student progress and monitor all students, especially those with protected characteristics.

8.4 Teachers

- Teachers are responsible for following the assessment procedures outlined in this policy and in the Assessment Guide.

9. Monitoring

This policy will be reviewed every two years by the member of SLT responsible for assessment. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy.

Senior Leaders will monitor the effectiveness of assessment practices across the school, through: quality of assurance, lesson observations/learning walks, book sampling, subject reviews and/or student progress meetings.

10. Links with other policies and procedures

This assessment and reporting policy is linked to:

- Curriculum Statement
- Teaching and Learning Policy
- Examination policy
- Assessment Guide