



Kings' School

Assessment and Reporting Policy

Policy Reviewed by:	JCK / RTR	April 2021
Approved by	Curriculum Committee	April 2021
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To be Reviewed	3 Yearly	May 2024

Kings' School Assessment and Reporting Policy

1. Process

1.1 Policy Statement

Central to the Kings' School ethos is pupil progress and attainment. It is our aim to ensure that pupils, teachers, parents and governors work together to enable all pupils to achieve maximum progress, take responsibility for their own learning, and achieve their full potential. The purpose of assessment is to inform pupils of what they are doing well and what they need to do to improve. Assessment is an integral part of teaching and learning. We use three broad, overarching forms of assessment; day to day formative assessment within lessons, in school summative assessment and nationally standardised summative assessment.

1.2 Reporting

The main aims of reporting are to enhance pupils' learning and to involve parents/carers in this process. Parents are informed of their child's progress on three occasions during the course of an academic year.

1.3 Results

The school will meet statutory requirements for reporting as defined by the Department for Education (DFE).

2. Procedure

2.1 Assessment

Members of the Senior Leadership Team will ensure that:

- Assessment in the form of marking conforms with the requirements of the Whole School Marking Policy.
- All pupils receive three reports per academic year.
- A record of pupil attainment is systematically collated to track individual progress and the progress of groups of individuals as required and to guide appropriate intervention.

Heads of Departments are expected to ensure that:

- Assessment opportunities are an integral part of curriculum planning and schemes of work. They should be planned into schemes of work and their results should be collated centrally so that underachievement is identified and intervention put in place.
- The quality of marking is monitored regularly to ensure consistency. The results of this quality assurance should inform departmental discussion and development.

All teaching staff are expected to ensure that:

- A variety of assessment tasks are included in lessons including summative and formative assessments.

- Assessment for learning is part of effective planning of teaching and learning strategies. The strategies should address the diverse needs of different groups of learners, and should acknowledge the barriers to learning that some pupils encounter.
- Assessment grades are recorded and entered into Assessment Manager as required.
- Pupils are actively involved in their own learning and the assessment of their own work.
- Pupils are aware of relevant assessment criteria.
- Pupils are made aware of their target and predicted grades and know what they need to do to progress.
- Clear learning objectives are set for each lesson and that pupils are made aware of these objectives.
- SMART targets are set for and by pupils to aid progression.
- Results of assessment are used to inform planning and differentiation.
- Where pupils do not appear to be making expected progress, intervention is put in place to address this.

Pupils are required to take responsibility for their own learning by:

- Assessing their own work (self-assessment) and the work of others (peer assessment) and setting targets for improvement as appropriate.
- Asking for guidance from members of staff and other pupils to aid progression.
- Acting upon the targets they have identified or been set for improvement.

2.2 Reporting

- Two progress reports and one annual report will be issued per academic year for pupils in Years 7,8,10 and 11.
- Three progress reports will be issued for pupils in Year 9.
- The intention of the report is to provide information on a pupil's progress and the annual reports are designed to answer the question 'What does my child need to do to improve in this subject?'
- In addition to the annual reports, parents will be invited to discuss their child's progress at Parents' Evening.
- Teachers will contact parents at other times if there are concerns about progress.

2.3 Results

- At Key Stage 4, the school will publish a variety of performance indicators including the National Accountability Measures via the Department for Education's School Performance website.

2.4 Targets

- The school will set targets for pupils based upon FFT20 data and will share these targets with parents in reports.

3. Monitoring and Evaluation

- Marking and assessment practice will be overseen by the Senior Leadership Team and Heads of Subjects through lesson observations and work sampling. The policy will be evaluated and amended as appropriate, seeking the feedback of a variety of stakeholders.