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# ASSESSMENT AND REPORTING POLICY

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Reviewed: May 2022

Policy approved by Shadow Governing Committee  
on 16<sup>th</sup> May 2022

Signed by the CEO (in absence of Chair):

A handwritten signature in black ink, appearing to read 'Julie Hollis', is written in a cursive style.

**Mrs Julie Hollis**

**NEXT REVIEW SUMMER 2024**

THE BRIAN CLARKE CE ACADEMY  
C/O THE BLUE COAT SCHOOL, EGERTON STREET, OLDHAM, OL1 3SQ

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## 1. Policy Statement

At Brian Clarke we see assessment as integral to teaching and learning and inextricably linked to curriculum design. Carefully constructed assessment enables the classroom teacher to diagnose what students know and understand during lessons/over time and critically provides support through feedback to move the learning on. Assessment and meaningful feedback are also crucial to students who need to be able to master key content and make progress through their various curriculum journeys.

## 2. Objectives of the Policy

- To provide guidelines on our approach to formative and summative assessment.
- To set out our approach to recording summative assessment outcomes and how we report to parents.
- To set out how and when assessment practice will be monitored and evaluated.
- To set out the frequency and types of reporting home to parents/carers.

## 3. Assessment Approaches

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

### In-school formative assessment

Formative assessment takes many forms. It includes directed question and answer sessions that take place verbally in classrooms. Written responses and work in books, knowledge recall quizzes in lesson time asking pupils to retrieve prior knowledge.

The purpose of formative assessment is to enable:

- **Teachers** to identify how pupils are performing on a continuing basis. To identify gaps and misconceptions and to use this information to provide appropriate real time support or extension, evaluate teaching and inform future lessons.
- **Pupils** to measure their knowledge and understanding against learning objectives and identify areas in which they need to improve.

### In-school summative assessment

Summative assessment includes end of unit(s) work or topic(s) tests and end of year exams. Assessments ask pupils to recall and apply knowledge and skills learnt from previous units and years of study where appropriate.

The structure and style of summative assessments varies depending on the subject taught and year pupils are in. This reflects the different demands of subject content and the learning journey that pupils are on in different subject areas. Summative assessments are centrally set and standardised in departments.

The purpose of summative assessments are to enable:

- **Teachers** to identify how individual pupils/ cohorts of pupils are performing on a continuing basis. To identify gaps and misconceptions and to use this information to provide appropriate support or extension, evaluate teaching and inform future lessons and curriculum design.
- **Pupils** to understand how well they have learned and understood a topic(s) or course of work over a period of time. Through appropriate feedback pupils will know and understand what they need to do to improve.
- **Parents** to be informed about their child's progress through the curriculum.
- **Senior leaders** to monitor the performance of pupil cohorts, identify where interventions may be required and to work with subject leads and teachers to ensure pupils are supported to achieve excellent progress.

## Nationally standardised summative assessment

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4.

Nationally standardised summative assessment enables:

- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **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 excellent progress and attainment

## 4. Recording of Assessment Data

In-school and nationally standardised summative assessment data will be formally recorded on departmental spreadsheets enabling class teachers, subject leads and senior leaders to track and monitor pupil progress both during and at the end of each academic year and support with appropriate interventions where necessary.

## 5. Target Setting and Reporting to Parents

At Key Stage 3 (Years 7-9) parents will receive three reports per year:

- In the Autumn term this will be school standards only. Pupils will receive a score for Effort, Behaviour, Homework and Organisation to reflect their attitude to learning in each subject.
- In the Spring and Summer terms this will be school standards alongside a measure of how the pupil is progressing through the subject curriculum. These reports will inform parents of what the pupil knows and understands and what they need to do to improve.

At Key Stage 4 (Years 10-11) parents will receive three reports per year:

- For Year 10 this will be school standards and a current working grade in the Autumn, Spring and Summer terms. Alongside the current grade there will be an indication of whether the pupil is on track to achieve their pupil target grade.
- For Year 11 this will be school standards and a current working grade in the Autumn term and at the end of the Spring term before Easter. Early in the Spring term, pupils will receive a report with school standards and their mock examination results. In all three reports, there will be an indication of whether the pupil is on track to achieve their pupil target grade.

Key Stage 4 target grades are aspirational for all our pupils so that they make outstanding progress, both individually and collectively. We use a combination of Key Stage 2 test results and assessment data from Key Stage 3 to set targets that are challenging and meaningful. Pupils will receive subject specific target grades to reflect their strengths in particular subjects and to ensure that all pupils are challenged to reach their full potential.

Progress will also be reported at the annual parents evening for each year group.

## 6. Inclusion

We have the same high expectations and aspirations for all pupils at Brian Clarke.

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early identification of SEN and any requirements for support and intervention for all pupils including those who struggle with literacy. We will use meaningful ways of measuring and reporting on all aspects of progress including communication, social skills physical development, resilience, and independence. For pupils working below the national expected level of attainment, our assessment

arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of the pupil's learning difficulties.

## 7. Training

Teachers will be kept regularly up to date with evidenced informed approaches to developments in assessment pedagogies and practises through the school's CPD systems and activities associated with the Teaching School Hub.

Teachers will also engage with professional associations, curriculum networks, exam board training sessions and cross school standardisation session to help inform their understanding of national benchmarks around standards

School structures (Friday afternoon professional development) will be identified for departmental standardisation sessions of work across Key Stage 3 and 4 to ensure consistency across subject departments and clarity around expectations in standards.

## 8. Evaluating the Effectiveness of Assessment and Reporting Approaches

Assessment and reporting are evaluated through whole school systems that monitor the quality of education, personal development and behaviour and attitudes. Examples include but are not limited to:

- Learning walks.
- Book scrutiny.
- Student voice feedback.
- Data meetings with subject leads.
- Parental feedback from parent forums around quality of school communications.