



# ASSESSMENT POLICY

Adopted by the Governing Body of  
Goldington Academy  
on this 11<sup>th</sup> day of February 2016

Date reviewed	January 2021
Frequency	Annually
Next review date	October 2022
Reviewed by	Academic Standards, SEN and Educational Trips Committee

Signed: .....

Chair of Governors

Dated: 21/10/2021

Signed: .....

Principal

Dated: 21/10/2021

## RATIONALE

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected or better than expected progress.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning at Goldington Academy
- provide clear guidelines on our approach to formative and summative assessment
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment

## LEGISLATION AND GUIDANCE

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy reflects the recommendations in the Final Report of the Commission on Assessment without Levels.

It also takes into account the statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

## PURPOSE OF ASSESSMENT

For pupils assessment is used:

- to provide information and feedback on their progress
- to increase pupil awareness of their strengths and weaknesses
- to allow pupils to reflect upon and review their progress and that of other (self/peer assessment)
- to record formal and informal achievements
- to become actively involved in the learning process
- to motivate pupils to achieve their potential
- to develop self-esteem through regular recording of their achievements

For parents assessment is used:

- to provide clear, meaningful and reliable information on their child's progress
- to strengthen the partnership between home and school

For the school assessment is used:

- to help to raise standards
- to fulfil statutory requirements
- to evaluate the effectiveness of curriculum provision
- to monitor the effectiveness of teaching and learning
- to identify strengths and weaknesses in pupil performance to inform planning
- to provide a full picture of pupils' achievements
- to identify pupils that are falling behind in their learning or need additional support (e.g. Interventions such as 1-1 tuition, small group interventions, etc.), enabling them to make good progress and achieve well
- to provide accurate information to assist with target setting - individually, departmentally and at whole school level
- to evaluate pupils' work using clear criteria that is consistently applied across the curriculum
- to encourage pupils to use assessments as indications of how to make improvements in their own work
- to facilitate effective communication about pupils progress between teacher, pupil and parent
- to provide information to stakeholders to whom we are accountable: governors, DfE and others with legitimate interests within the community

## ASSESSMENT APPROACHES

### Formative Assessment/Assessment for Learning

#### **What is it?**

*Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives. It is about providing feedback and involving pupils in improving their learning.*

Strategy	Purpose
<b>Planning:</b> Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the curriculum	Ensures clear learning objectives, differentiation and appropriate delivery of the curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge

Strategy	Purpose
<b>Sharing learning objectives with pupils:</b> Pupils know and understand the learning objective for every task	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning
<b>Pupil self-evaluation and peer evaluation:</b> Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective and success criteria, reflecting on the successes and areas for development	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.
<b>Feedback:</b> Must reflect the learning objectives to be useful and provide an ongoing record of progress made; can be oral or written	Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.
<b>Target setting:</b> Targets set for individuals, over time, for ongoing skills – e.g. using capital letters for names of people.	Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs
<b>Progress questions:</b> Questions asked of individuals to challenge or broaden their understanding	Encourages pupils to enter into a dialogue with their teacher; promotes deeper thinking.

## Summative Assessment

### **What is it?**

*This is ‘snapshot’ which establishes what a child CAN do at a given time.*

<b>Strategy</b>	<b>Purpose</b>
<b>Statutory Tests:</b> These summative assessments take the form of GCSE and vocational qualifications at the end of Key Stage 4.	To provide a summative end of key stage attainment result. It is a national yardstick against which to compare a pupil’s performance and the performance of the school.
<b>Non-Statutory Tests:</b>  Externally produced tests, purchased by schools, to be voluntarily administered.	To provide an opportunity for schools to keep track of pupils’ progress and teachers’ expectations, and to enable schools to monitor progress through summative means at different points in the key stages.
<b>Baseline Assessments:</b>  Tests used to assess students starting point when they join Goldington Academy.	To establish pupils’ abilities on entry to the school, so that subsequent progress can be measured.
<b>Mid-Year Teacher Assessments:</b> Teacher assessments are made periodically throughout the year for all pupils, in all year groups, in all subjects.	To monitor and track progress during the year
<b>End-of-Year Teacher Assessments:</b> Teacher assessments are made for pupils in all year groups, in all subjects.	To provide information to parents and to the next year’s teaching team. To monitor and track progress.
<b>In class tests:</b> Created by an individual teacher (or subject area) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests).	To improve pupils’ skills and establish what they have remembered or learnt so far.
<b>In class assessment tasks:</b> Created by an individual teacher or department e.g. Longer writing tasks, etc.	To provide information about pupils’ knowledge and understanding of a topic, skill or concept to help inform teacher assessments.

## **COLLECTING AND USING DATA**

### **Recording assessment**

Formal assessment results, e.g. termly teacher assessments, end of year test results, etc. are recorded on SIMS marksheets in Y7/8/9 and on Go 4 Schools in Y10/11.

There are also many informal assessments which take place alongside the formal. These may be recorded in teachers' planners, Excel spreadsheets, SIMS or Go 4 Schools. They may also take the form of annotated notes or comments on pupils' work in their exercise books.

It is important that teachers' records are clear and concise. They should not be too detailed but be kept accurately for ease of monitoring pupil progress. Generally, the process of recording should not be unwieldy or time-consuming. Recording procedures should be reviewed regularly in order to remain effective.

It is up to individual departments to develop a recording system that is effective and meets their individual needs.

### **Assessment cycle**

At Goldington Academy we collect summative teacher assessment data on a termly basis in all curriculum areas. (See **Appendix 1** for summative assessment grade set and **Appendix 3** for summative assessment attainment guidelines).

In Y7/8/9 progress is measured from the end of the previous academic year to the most current data collection point. Attainment is also RAG rated to aid analysis and identification of those pupils who are falling behind so that appropriate interventions can be put into place. (See **Appendix 2** for more detailed information on measuring progress.)

In Y10/11 students progress is tracked against their internal KS3 target and FFT50.

Subject teachers are expected to review the data for the classes they teach at each data collection point and use the outcomes to impact future planning as part of quality first wave teaching.

Subject coordinators analyse the data for each year group, including specific pupil groups. The outcomes of this analysis are then used in departmental meetings, in professional conversations with colleagues and in organising interventions, to help raise standards. Coordinators are also required to discuss their findings following any analysis in meetings with their SLT link and keep a record of these findings in their Departmental folders.

Formal assessment is also a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Goldington Academy includes:

- Baseline assessments
- Cognitive Ability Tests
- End of year exams
- Mock exams
- GCSE examinations
- KS4 Vocational assessments and examinations
- KS4 Non-examined assessments

As assessment is integral to planning, teaching and learning day-to-day the following methods are also important:

- viewing process and end products
- pupil self-assessment
- peer assessment
- assessment against specified success criteria
- oral feedback – whole class, group or individual level
- end of unit testing

Frequency and methods used for departmental assessments are decided by individual departments.

### **Inclusion**

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 and accurate identification of pupils' 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 pupils but will take into account the amount of effort the pupil puts in as well as the outcomes achieved.

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 pupils' learning difficulties.

Cognitive ability tests (CATS) will be used to identify the more able learners, those students with low cognitive abilities and identify preferred learning styles, including any spatial or verbal bias.

### **Target setting**

At Goldington Academy all pupils are set challenging and realistic targets in all subject areas at the start of the academic year. Pupil's progress towards these targets is tracked termly in all other curriculum areas as part of our assessment cycle.

FFT estimates scaled scores from KS2 and prior attainment used for target setting at the end of KS4.

### **Reporting to parents**

Detailed written reports are sent to parents of students in Y7-10 at the end of the Summer term. Parents also receive two interim reports each year, at the end of the Autumn and Spring Terms. This provides parents with basic information about their child's current attainment, behaviour and effort.

Students in Year 11 receive three interim reports each year, which are strategically placed throughout the year to provide maximum impact. The first report is sent home in November to inform parents about the start their child has made in such a key year. Students' second interim report is published just after the completion of their mocks in late January/early February. This report also contains mock grades in addition to the normal progress, attainment, effort and behavior information. The final interim report is sent out around Easter (depending on when it falls) to give parents and students an insight into where extra focus may be required in the last few weeks before their final exams. All Year 11 interim reports also include a GCSE predicted grade.

In addition to the written reports, further verbal reports are offered to parents during the year at Parent Consultation Evenings.

Year 11 students also receive their 'Candidate Statement of Results' for their KS4/GCSE qualifications on the results day in August.

### **MARKING**

Marking pupils work is an important part of teacher assessment and should follow the guidelines in the whole school marking policy. It is instrumental in ensuring that a personalised learning journey for all children is realised.

Our aim is that written work is marked regularly. Over-marking and ‘bulk-marking’ are to be avoided. Selection of a few points to be corrected is more likely to be effective than criticism of all errors.

Where pupils are involved in self-marking it is important that they are clear about the criteria they should apply in marking and assessing their own work.

Time needs to be built into lessons for pupils to reflect on marking and respond to it. See Marking Policy for more detailed guidance.

## **ROLES AND RESPONSIBILITIES**

Role	Responsibilities
Governors	<ul style="list-style-type: none"><li>• 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 pupils</li><li>• Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data</li></ul>
Principal	<ul style="list-style-type: none"><li>• to ensure that the school has effective procedures for assessment</li><li>• to ensure that assessment procedures are being adhered to</li><li>• to review the effectiveness of assessment</li><li>• to ensure that statutory requirements are met</li><li>• to prioritise key actions to address underachievement</li><li>• to monitor the standards in core and foundation subjects</li><li>• to report to governors on all the key aspects of pupil progress and attainment, including current standards and trends over time</li></ul>

Assessment Coordinator/ Assistant Head Teacher	<ul style="list-style-type: none"> <li>• to ensure that assessment procedures are clear to all staff</li> <li>• to maintain assessment policy</li> <li>• to ensure that assessment requirements across subjects are coherent, manageable and effective</li> <li>• to analyse and use, for evaluative and planning purposes, the outcomes of statutory tests or tasks, optional tests and tasks, where used, and teacher assessment</li> <li>• to monitor the standards in core and foundation subjects</li> <li>• to report to governors on all the key aspects of pupil progress and attainment, including current standards and trends over time</li> </ul>
Subject Coordinators	<ul style="list-style-type: none"> <li>• to develop a scheme of work which includes clear learning objectives to aid focused assessment</li> <li>• to keep under review the quality and impact of assessment</li> <li>• to review attainment and progress within their subject, including specific pupil groups, e.g. Pupil Premium, SEN, Most Able, etc.</li> <li>• to monitor continuity and progression within their subject throughout the school</li> <li>• to monitor and evaluate departmental assessment policy and practice</li> <li>• to use the results of statutory tests and tasks (where used), and teacher assessments to inform curriculum planning and set departmental targets</li> </ul>

Teacher	<ul style="list-style-type: none"> <li>• to ensure that all lessons have clear learning objectives appropriate to pupils' abilities</li> <li>• to use outcomes from assessments to inform planning</li> <li>• to focus on the attainment of individuals, particularly those that belong to specific pupil groups, e.g. Pupil Premium, SEN, Most Able, etc.</li> <li>• to keep records of pupils' attainment to follow the assessment procedures outlined in this policy.</li> </ul>
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## **MONITORING**

A key aspect of all Curriculum Coordinators' role is to monitor, evaluate and review the effectiveness of assessment practices within their department. This is achieved in a variety of ways including, scrutinising work, lesson observations, pupil voice and analysis of data.

Assessment practices will be discussed regularly at departmental meetings to ensure they are effective and accurate.

Departmental meetings will be used to moderate judgements to ensure consistency in assessment practices across the department.

Curriculum Coordinators will analyse data at each data collection point and the outcomes will be discussed with their SLT link as part of their regular meetings.

## **REVIEW**

This policy will be reviewed annually. At every review, the policy will be shared with all staff and the governing body.

## **LINKS TO OTHER POLICIES/DOCUMENTS**

This policy should be read in conjunction with the:

- National Curriculum Key Stage 3 and 4
- Monitoring, Evaluation and Review Policy
- Marking and Feedback Policy
- Exams Non-examination Assessment Policy
- Exams Policy

## Appendix 1 – Assessment practices at GA

### Formative Assessment Grade Set

Grade (SIMS coding)	
Mastered (M+, M & M-)	Pupil is able to use and apply knowledge, skills or understanding in a range of contexts
Secure (S+, S & S-)	Pupils are secure in their knowledge, skills and understanding within the context of teaching
Developing (D+, D & D-)	Pupils knowledge, skills and understanding is increasing
Emerging (E+, E & E- )	Pupil is just starting to learn knowledge or skill
Working below (N+, N & N-)	Pupil is working below age related expectations

### Summative Assessment Grade Set (Year 7, 8 & 9)

Grade (SIMS coding)	SIMS Description
9M+	Y9 Mastered+
9M	Y9 Mastered
9M-	Y9 Mastered-
9S+	Y9 Secure+
9S	Y9 Secure
9S-	Y9 Secure-
9D+	Y9 Developing+
9D	Y9 Developing
9D-	Y9 Developing-
9E+	Y9 Emerging+
9E	Y9 Emerging
9E-	Y9 Emerging-
9N+	Y9 Working below+
9N	Y9 Working below
9N-	Y9 Working below-
8M+	Y8 Mastered+
8M	Y8 Mastered
8M-	Y8 Mastered-
8S+	Y8 Secure+
8S	Y8 Secure
8S-	Y8 Secure-
8D+	Y8 Developing+
8D	Y8 Developing
8D-	Y8 Developing-
8E+	Y8 Emerging+
8E	Y8 Emerging
8E-	Y8 Emerging-
8N+	Y8 Working below+
8N	Y8 Working below
8N-	Y8 Working below-
7M+	Y7 Mastered+
7M	Y7 Mastered

7M-	Y7 Mastered-
7S+	Y7 Secure+
7S	Y7 Secure
7S-	Y7 Secure-
7D+	Y7 Developing+
7D	Y7 Developing
7D-	Y7 Developing-
7E+	Y7 Emerging+
7E	Y7 Emerging
7E-	Y7 Emerging-
7N+	Y7 Working below+
7N	Y7 Working below
7N-	Y7 Working below-

## Summative Assessment Grade Set (Year 10 & 11)

Grade	Description
9+	
9	
9-	
8+	
8	
8-	
7+	
7	
7-	
6+	
6	
6-	
5+	
5	Good Pass
5-	
4+	
4	Pass
4-	
3+	
3	
3-	
2+	
2	
2-	
1+	
1	
1-	
U	

Coding	Description
“Integer”+	A student is working competently at that grade and potentially could achieve higher
“Integer”	A student is working comfortably within that grade
“Integer”-	A student is just working within that grade and potentially could achieve lower

All assessment judgements must be supported by a body of evidence (e.g. observations, records of work, testing, etc.) and be moderated by colleagues in school and by colleagues in other schools to make sure assessments are fair, reliable, robust and valid.

## **Appendix 2 – Measuring progress**

At KS3/4 we collect Teacher Assessments on a termly basis in all curriculum areas.

In Y7, 8 & 9 progress is measured, using a point score system (see below).

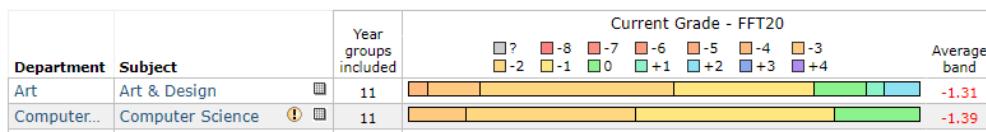
In Y10 teacher assessments are entered using GCSE fine grades, ~~with each fine grade being worth 0.3333 points (e.g. a grade 5 is worth 5.3333 points)~~. These grades are then used to measure the amount of progress a student needs to make to achieve their end of year target using the following descriptors - 'working towards', 'on track' and 'working above'.

In Y11 teacher assessments are entered using GCSE whole grades. These grades are then used to measure the amount of progress a student needs to make to achieve their end of year target using the following descriptors - 'working towards', 'on track' and 'working above'.

At KS4, progress is also reviewed against the main whole school key performance indicators after each data collection point. These are:

- Grade 9-4 in English & mathematics
- Grade 9-5 in English & mathematics
- Progress 8
- Attainment 8
- EBaccalaureate Average Point Score (APS)
- Percentage entered for EBaccalaureate

In addition to this, residual ribbons are also used at a subject level to ascertain the distance between current teacher assessment and FFT estimates e.g. Internal KS4 targets.



Following Key Stage 4 data collection points individual students progress 8 scores are also reviewed and students that are falling behind are identified for interventions and/or mentoring.

### Appendix 3 – Attainment

At Key Stage 3, using our internal grading system means pupils are expected to make 3 points progress per year.

Staff should use the following guidance to help determine if a pupil is emerging, developing, secure or mastered in relation to their age-related expectations when making summative assessments.

Working below (N+, N, N-)	Working below age related expectations (e.g. Y6 pupil working at Y5 objectives)
Emerging (E+, E, E-)	Evidence of a <b>few</b> aspects of the criteria – up to about 25% (may be occasional but not yet frequent)
Developing (D+, D, D-)	Secure in <b>many</b> aspects of the criteria – up to about 60%
Secure (S+, S, S-)	Secure in <b>most</b> of the criteria – more than 60% and up to about 80%
Mastered (M+, M, M-)	Secure in <b>all, or almost all</b> , of the criteria (and most likely showing ‘glimmers’ of the next year’s criteria) <b>and</b> able to use them in a range of contexts

Within each subject area there will be further and more detailed subject specific guidance on how to assess students against the criteria.

At Key Stage 4, grade descriptor for each subject are available from JCQ and these provide curriculum leaders and subject teachers with guidance on what skills students should be displaying in order to achieve a particular grade. E.g.

### **GCSE Design Technology**

<b>Grade</b>	<b>Descriptors</b>
<b>9</b>	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
<b>8</b>	<p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate and effectively apply comprehensive knowledge and understanding of the principles of design and technology in a range of familiar and unfamiliar situations.</li> <li>• experiment and innovate to develop and refine fully functioning intentions of prototypes/prototypes. Demonstrate safe and effective technical skills with precision.</li> <li>• effectively employ sophisticated technical language and a range of communication methods, such as schematic and exploded diagrams, and mathematical modelling.</li> <li>• critically analyse and evaluate design decisions and outcomes to draw well-evidenced conclusions.</li> <li>• use a range of mathematical skills and scientific knowledge to make accurate calculations and insightful choices.</li> </ul>
<b>7</b>	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
<b>6</b>	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate and effectively apply knowledge and understanding of the principles of design and technology in a range of familiar and unfamiliar situations.</li> <li>• experiment to develop and refine functioning intentions of prototypes/prototypes. Demonstrate safe and effective technical skills with some precision.</li> <li>• accurately and effectively apply technical language and a range of communication methods, such as annotated sketches, schematic and exploded diagrams.</li> <li>• critically analyse and evaluate design decisions and outcomes to draw some evidenced conclusions.</li> <li>• use a range of mathematical skills and scientific knowledge to make accurate calculations and inform choices.</li> </ul>

<b>5</b>	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate and apply mostly accurate and appropriate knowledge and understanding of the principles of design and technology in familiar and unfamiliar situations.</li> <li>• develop functioning intentions of prototypes/prototypes. Demonstrate safe and effective technical skills that are appropriate.</li> <li>• apply appropriate technical language and methods of communication, such as formal drawings and annotated sketches.</li> <li>• analyse and evaluate design decisions and outcomes to draw plausible conclusions supported by some evidence.</li> <li>• use some mathematical skills and scientific knowledge to make accurate calculations and inform choices.</li> </ul>
<b>4</b>	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate and apply mostly accurate and appropriate knowledge and understanding of the principles of design and technology in familiar and some unfamiliar situations.</li> <li>• work safely demonstrating some technical skills effectively when developing functioning intentions of prototypes/prototypes.</li> <li>• use some appropriate technical language and methods of communication, such as drawings and annotated sketches.</li> <li>• analyse and evaluate design decisions and outcomes to draw some conclusions.</li> <li>• use some mathematical skills and scientific knowledge to make mostly accurate calculations and inform some choices.</li> </ul>
<b>3</b>	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> <li>• level of communication lacks detail and visual communication is basic.</li> <li>• intentions of prototypes/prototypes lack technical accuracy.</li> <li>• mathematical skills and science knowledge are accurate but only for basic calculations.</li> </ul>
<b>2</b>	To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate and apply basic knowledge and understanding of the principles of design and technology in familiar situations.</li> <li>• work safely demonstrating straightforward technical skills when developing intentions of prototypes/prototypes.</li> <li>• use everyday language, audio and visual recordings, and simple drawings or sketches to explain an idea.</li> <li>• make straightforward comments about their own work and the work of others.</li> </ul>

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|  | <ul style="list-style-type: none"><li>use some simple mathematical skills and scientific knowledge to make basic calculations.</li></ul> |
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To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

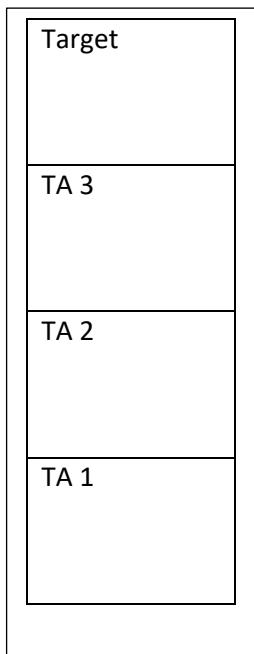
## **Appendix 4 – Sharing assessment data with pupils**

When pupils have completed a test or lengthy task they may be given a summative grade, either using our internal EDSM system or GCSE grades. However, it is important that teachers explain to pupils that this does not necessarily mean that they are working at this grade overall in the subject. The grade just reflects their understanding of the aspect or few aspects from within the National Curriculum Programme of Study that is being assessed.

In Y7, 8 & 9, pupil's end of year targets will be set using the new grading system. The majority of pupils will be set a grade of 'Secure (S+, S, S-)' or 'Mastered (M+, M, M-)'. This will ensure that targets are realistic but challenging and help the school to achieve the demanding targets it sets in all subjects each academic year. A small minority of pupils, generally those with specific learning difficulties, will have a target of 'Developing'. No pupil will have a target below 'Developing-'.

Y10 & 11 internal KS4 targets are set using the GCSE grading system of 9-1. All targets are set using FFT estimates, scaled scores from KS2 and prior attainment data.

Targets, alongside teacher assessments (summative data) will be shared with pupils regularly and recorded on an assessment ladder. The assessment ladders will be on stickers that can be stuck into the front of pupils exercise books. (See below)



## **Appendix 5 – Sharing assessment data with parents**

Each December, when the Year 7 students receive their first interim report a document is sent to parents to explain the grading system. All parents will be sent a letter if any changes are made to the assessment system.

When students enter Y10 parents receive a booklet with the first interim report explaining the new GCSE grading system. Parents at Key Stage 4 are also sent additional information alongside exam results to put them in context.

Summative assessment data is formally shared with parents at the end of each term as part of the interim/full report.

Parents will also receive information about their child's attainment during Parent Consultation evenings that are held regularly throughout the year. This may include the outcomes of in class tests, results from formal departmental assessments or the strengths and areas for development identified through day-to-day formative assessment.