

**HINCHINGBROOKE**

**SCHOOL**



Policy Statement  
on

**ASSESSMENT AND REPORTING**

Drawn up by:

SJE

Date:

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5 May 2005

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17.6.09 (Curriculum)

# ASSESSMENT AND REPORTING POLICY

## Objectives

1. To inform teachers' planning for learning.
2. To provide students with accurate feedback about their performance and focus their attention on issues for improvement.
3. To provide parents with measures of progress and a framework within which they can support their children's learning.
4. To support school self-review.

## Student Level Achievement Targets

Please read the Target Setting policy.

## Assessment standards

1. In marking students' work, teachers should normally identify between one and three key actions which will help the student raise his/her performance. Recommendations and assessments must be expressed clearly in writing to the student on a progress record.
2. A summary report will be sent to parents during the school year. There will also be an annual evening for parents to meet with subject teachers. For Post 16 students, there will be a teacher student progress review.

The summary report will consist of the most recent subject progress review and a summary report by the tutor. This report will meet the statutory requirement. Tutors at KS3 and KS4 should discuss the report with students before it is sent to parents. The audience for all reports is the student.

## Developing good assessment practice

1. Assessment practice should be discussed in subject meetings at least once each term.
2. Subject progress data should inform subject level self-review.
3. A detailed analysis of outcomes by teaching group at the end of each Key Stage must be submitted to the Deputy Headteacher i/c Curriculum
4. School level Continuous Professional Development (CPD) will be planned in the light of self-review evidence. Assessment will feature in the school training day programme at the beginning of each school year. The school's Advanced Skills Teachers (ASTs) will play a lead role in school level training.
5. It is the duty of all subject and guidance team leaders to inform new teachers re. the school's assessment and reporting practice.

## Assessment and examinations

1. Every teacher must take significant care to read and understand examination board specifications. The duty to work accurately with examination board specifications is of the highest importance. Failures of duty in this respect can have serious consequences for students.
2. Where there is concern over interpretation of the requirements, advice should be sought from the examination board.
3. Where a subject leader wishes to take a new specification, the decision must be discussed with the Deputy Head i/c Curriculum.

## Monitoring and Evaluation

The Head of Department or the member of staff with responsibility for a key stage is responsible for monitoring and evaluating the application of this policy within their subject area.

Guidance managers have a responsibility for monitoring assessment issues within a year group.