



King's Academy Ringmer

“in pursuit of excellence”

Assessment and Reporting Policy

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1. Aims

This policy aims to:

- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

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

3. Principles of assessment

At King's Academy Ringmer serves the following purposes:

- To identify baseline performance on entry.
- To measure progress and attainment of students within each subject in order to identify gaps in knowledge and understanding, progress made and required interventions to ensure they make excellent progress.
- To identify areas for improvement in the quality of education delivered within the academy.

4. Assessment approaches

At King's Academy Ringmer 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
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Approaches to formative assessment can be found in the marking and feedback policy.

4.2 In-school summative assessment

Effective in-school 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 evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** 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** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative assessment approaches used at King's Academy Ringmer include:

- standardised baseline assessments such as CATs and commercially available subject specific baseline assessments.
- end-of-year exams, mock exams, previous public exams, end-of-topic or unit text, project work, non-examined assessments and reviews for pupils with special educational needs or disabilities.

Baseline assessments allow leaders and teachers to identify students starting points during transition between phases and can be used to assess or re-assess student target grades.

Summative assessments allow leaders and teachers to formulate interventions where students may have fallen behind in terms of national benchmarks and/or expected progress, as well as assessing the delivery of the curriculum for different cohorts and vulnerable groups.

Summative assessments are moderated internally and externally and where they are graded in Key Stage 4 they are based on examining body guidance, training and/or resources, such as past public exams, in order to ensure results are valid.

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
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

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

5. Collecting and using data

Data is collected and recorded on the School Information Management System.

At Key Stage 4 there are three reporting points which are included in the academy calendar each academic year. Student receive a 'Current Grade' to identify the level of work produced in summative assessments and a 'Forecast Grade' which is a professional judgement of what additional progress a student might make given their current attitude to learning and progress made between reporting points by the time they come to sit public examinations.

At Key Stage 3 student progress in the topics covered in shared relative to their peers and prior attainment, this is reported as 'At', 'Above', 'Just Below' or 'Well Below'. A key improvement point is also reported. The data collected is shared via two reports dates for which are included in the academy calendar each academic year.

6. Reporting to parents

At King's Academy Ringmer we have a paperless approach to parental communication. Parents access data via the Edulink platform. This provides them with access to:

- Real-time and aggregate data relating to attendance.
- Real-time and aggregate data relating to behaviour and achievement.
- Student reports as identified in this document, including archived previous reports.
- Ability to communicate directly with individual teachers or collectively with a students teachers as required.
- The timetable for, and results of, any public examinations.
- Details of any vocational qualifications gained.

7. 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. However, this should account for 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.

8. Training

Senior leaders and teachers will be kept up to date with developments in assessment practice and develop and improve their practice on a regular basis, through:

- Internal and external standardisation. Examples of external standardisation includes, across the King's Group Academy schools, PiXL association and local authority subject collaboration.
- Engaging with examining body training and resources.

It is the responsibility of subject leaders to ensure their teams can competently assess work against the relevant criteria for the Key Stage or course delivered.

9. Roles and responsibilities

9.1 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 pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Principal

The Principal is responsible for:

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

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

10. Monitoring

This policy will be reviewed annually by Vice Principal. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Vice Principal and Subject Leaders responsible for ensuring that the policy is followed.

Senior Leaders will monitor the effectiveness of assessment practices across the school, through moderation, lesson observations, book scrutinies and/or pupil progress meetings.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Examination contingency plan