

Review Date: August 2022 (annually)
Review Officer: SLT

Assessment and Reporting Policy

Rationale

The assessment and reporting policy outlines how the school administers assessment and reports student performance to parents.

Aims

At The RGSGQ, assessment is at the heart of teaching and learning.

For teachers, assessment performs a number of key functions:

- it provides evidence to guide curriculum planning,
- it helps to identify strengths and inform next steps in teaching and learning,
- it acknowledges and records student progress,
- it provides information for monitoring and tracking, and
- it feeds into the reports that are published to the parents.

For students, assessment provides an opportunity to:

- demonstrate and review progress,
- identify their strengths, and
- give a clear understanding of what they need to do to improve.

Procedures

Assessment Approach

Formative Assessment (Assessment for Learning – AfL) is embedded into the curriculum in each subject and is an integral element within the day-to-day learning experience of the students.

For children: AfL helps to develop keen, ambitious learners by enabling them to identify specific areas they need to improve. It provides opportunities for students to further develop their knowledge, skills and understanding before the summative assessment.

For teachers: As reflective practitioners, AfL allows us to identify what a child knows and what they need to learn next. It enables us to provide appropriate support or extension. It supports our evaluation of what is working well in our teaching and what we might need to adjust.

For parents: AfL provides the academic team with rich, constructive information to report a broad picture of their child’s strengths and areas for improvement to the parents.

Summative Assessment (Assessment of Learning – AoL) is conducted at the end of a unit of work, to assess how much a student has understood a particular skill or topic, and to review the progress

they are making. These are carried out roughly once per half-term but the exact frequency depends on the subject and year group.

For children: It provides an opportunity to grasp how well they have understood and retained information on a particular topic.

For teachers: It provides an opportunity to evaluate pupil learning and the impact of our teaching of different concepts and skills. All of this information supports the planning of future teaching and learning.

For parents: It enables us to summarise and support the rich information provided by formative assessment and feedback.

Summative assessments are designed by the teacher to reflect the complex and often multi-faceted nature of the English curriculum. They may take the form of a quiz, recall test, performance, practical experiment, or essay – each designed to monitor the development of subject specific skills in preparation for future study and success.

How do we report student progress?

Following teachers' recording of achievement scores/grades throughout a unit (continual/formative assessment) and at the end-of-unit test (summative assessment, if appropriate), moderated by professional judgement, a best-fit grade is awarded against the learning objectives of the unit. Teachers standardise ahead of assessment time their understanding of the markscheme and moderate post assessment within their subject department the outcomes to ensure consistency and fairness.

- See Primary School Gradebook Protocol
- See Secondary School Gradebook Protocol

Assessment and Reporting Calendars

- See A&R Calendar for Primary School
- See A&R Calendar for Secondary School (Excel)
- See A&R Calendar for Secondary School (Word)

How do we report to parents?

- See Report Template for EYFS
- See Report Template for Key Stage 1
- See Report Template for Key Stage 2
- See Report Template for Key Stage 3
- See Report Template for Key Stage 4
- See Report Template for Key Stage 5
- See Report Template for Year 11 Mocks
- See Report Template for Year 12 Mocks