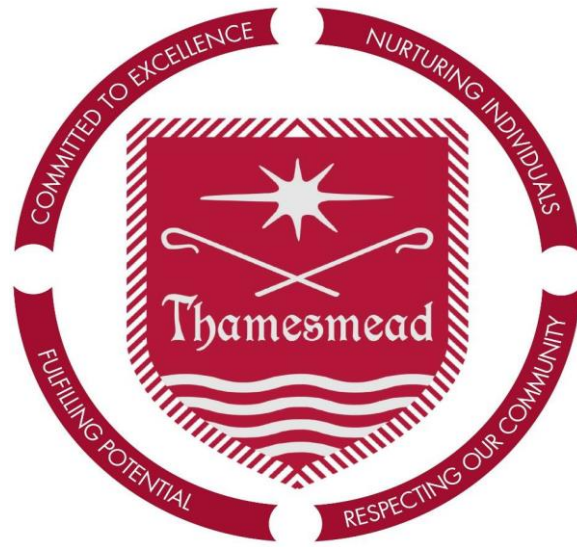


THAMESMEAD SCHOOL



Assessment and Reporting Policy

Person Responsible	Andrew Grafton
Governors Committee	Curriculum Learning and Standards
Review period	Every 2 years
Date of review	Autumn 2024
Date of next review	Summer 2026

Contents

1. Aims	2
2. Principles of assessment and reporting.....	2
3. Assessment approaches	3
4. Collecting and using data	4
5. Reporting to parents	4
6. Inclusion.....	5
7. Training.....	6
8. Roles and responsibilities	6
9. Monitoring	7
10. Links with other policies.....	7

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- 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
- Outline the different forms of reporting we use and the content of those reports.

2. Principles of assessment and reporting

1. Formative Assessments

- Key Stage 3 (KS3) students will complete formative assessments four times each term. These will be known as tri-weekly assessments. For Key Stage 4 (KS4), students will complete formative assessments three times per year in most subjects, depending on course structure. The purpose of these assessments is to provide students and parents with feedback on progress and achievement within each unit of work.
- For KS3 subjects requiring extended written work or performance-based assessments, two formative assessments can be combined into a single, more comprehensive assessment, completed once per half-term.

2. Summative Assessments

- Summative assessments will be conducted at the end of each academic year for all subjects. These assessments aim to evaluate and report on students' overall progress and achievement for the year.

3. Assessments at KS4

- In KS4, all students must complete the same assessments under consistent conditions and, whenever possible, at the same or similar times as their cohort.

4. Assessments at KS3

- At KS3, it is recommended that all students complete the same assessments under consistent conditions and, when possible, at similar times. However, if additional time on a topic or reteaching is necessary, this should take priority over pacing alignment with other classes.
5. Assessments must aim to test a range of knowledge and/or skills from the unit(s) of work that have been studied. Interleaving should be used throughout the year to interrupt forgetting and keep previous in the revision work for each assessment.
 6. Assessments must be capable of producing reliable and accurate results that measure the learning of both knowledge and skills appropriate to each subject area.
 - Each term assessments should assess at least some aspect of knowledge because you can't perform a skill successfully without knowledge of how to perform that skill. However, you can have some or all of the required knowledge but still be unable to perform a skill. If knowledge is not assessed, it is not possible to measure this learning or accurately identify where the gaps exist. Knowledge underpins all skills so it must be assessed at some point every term.
 7. Marking must be consistent between different staff members and departments will need to evidence how they have achieved this through their moderation processes and feedback on this to their line managers.
 8. Students' progress will be calculated by the data manager using measures that are relative to other students' attainment scores in the cohort in a similar method to how the DfE measure progress at KS4.
 9. The average assessment score will be recorded and reported on with departments aiming to perform as follows.

	2024/25	2025/26	2026/27
Year 7	65-80%+	65-80%+	70-80%+
Year 8	55-80%	65-80%+	65-80%+
Year 9	55-80%	55-80%	65-80%+

10. Reports to parents must clearly communicate progress, attainment, punctuality, literacy and attendance as well as the standard of work produced for home learning and the typical standard of behaviour a student demonstrates.
11. Subjects with extended written work will select work to be close marked using the marking code and SPaG mark scheme.

3. Assessment approaches

At Thamesmead School we see assessment as an integral part of teaching and learning inextricably linked to our curriculum.

3.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding 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

3.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit and the impact of their own teaching
- **Students** 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

3.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Students and parents** to understand how students are performing in comparison to students nationally

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

4. Collecting and using data

Data will be collected in the form a data drop as follows:

KS3 – December, March, July

KS4 – October, December, March, July

Data from assessments will be collected from staff using marksheets in Bromcom. Each member of staff will access to the marksheets for their own classes. Curriculum and Subject leaders will have access to all marksheets for their departments. Heads of year will have access to all marksheets for their year group.

The data manager will notify teaching staff when marksheets are available no later than 2 weeks before the deadline for a data drop.

5. Reporting to parents

5.1 Reports

All students will have a report sent home to their parents once a term. These reports will include:

- Attendance (%)
 - Calculated from all possible sessions since the start of the school year
- Expected attendance
 - Published to remind parents of our expectations regarding attendance.
- Punctuality
 - Number of lates to school
- House points
- Average house points for the year group
- Negative Behaviour points
- Average behaviour points for the year group

For each subject, the following information will be sent home to parents:

- Progress measure

Above expected	Exceptional progress, exceeding expectations
At expected	Normal progress, as expected
Less than expected	Less than expected progress

- Assessment score
 - Raw percentage score as an average from the assessments completed that term
- Behaviour rating
- Home Learning rating
- Literacy rating

For Key Stage 4 students. GCSE targets and predicted grades will be sent home when necessary.

GCSE results will be available for collection for all year 11 students on Results Day. Those not collected will be posted home.

5.2 Progress Reviews

All parents will have the opportunity to discuss progress with their child’s teachers at a Progress Review once a year for students in year 7-10 and twice for students in year 11. This will provide an opportunity for teachers and parents to discuss the following information:

- Progress
- Effort in lessons
- Quality of classwork
- Quality of home learning
- Quality of literacy (see appendix 3)
- Strengths and areas for development
- Extra-curricular opportunities
- Targets and predicted grades (Key Stage 4 students)

5.3 Parent Portal – Bromcom – My Child at School

Parents can monitor their child’s achievement and conduct at school using the Parent Portal. The following information is accessible to parents:

- House points
- Negative behavior points
- Attendance
- Reports and previous reports
- Assessments and exam data
- Linked documents

6. Inclusion

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

Assessment will be used diagnostically to contribute to the early and accurate identification of students’ special educational needs and any requirements for support and intervention.

For students with specific learning needs, we will make reasonable adjustments to both formative and summative assessments. These adjustments will mirror the kind of provisions deemed reasonable by exam boards such as:

- Movement/rest breaks
- Additional time
- Laptop provision
- Large print
- The use of a colour filter

7. Training

- Heads of department will be responsible for training their staff in the processes for assessment and reporting.
- SLT line managers will be responsible for training heads of departments in the processes for assessment and reporting.
- The Assistant headteacher in charge of assessment and reporting will be responsible for training the senior leadership team and the data manager in the processes required for assessment and reporting.

8. Roles and responsibilities

8.1 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 students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on student assessment, to ensure consistent application and good practice across the school

8.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

8.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy

- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

8.4 Subject/Curriculum Leaders

- Analysing student progress and attainment, including individual students and specific groups (see appendix 1 for KS3 and appendix 2 for KS4)
- Prioritising key actions to address underachievement
- Keeping up to date with developments in assessment practice

8.5 Heads of Year/Pastoral Managers

The Heads of Year/Pastoral Managers are responsible for:

- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement

8.6 Data Manager

The data manager is responsible for:

- Processing the assessment procedures outlined in this policy
- Communicating deadlines for reporting to subject/curriculum leaders
- Sending completed reports to parents

9. Monitoring

This policy will be reviewed every 2 years by the Assistant Head in charge of assessment. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed.

The Senior Leadership Team will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book scrutiny, and/or student progress meetings.

10. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Non-examination assessment policy
- Exams policy
- Teaching and Learning policy
- Behaviour policy
- Home Learning policy
- SEND policy
- School Records Management policy

APPENDIX 1:
Moving the bell curve – Improving performance.

A bell curve is what you would expect to see in a normal distribution of results from an assessment. A few students at the far top and bottom end of performance and the majority somewhere in the range of 55-80%. This would indicate that your curriculum, teaching and learning and the assessments you used were fairly robust, rigorous and accurate/reliable.

There are 3 main scenarios/anomalies that your subject leader’s check will identify:

1. If the majority of results show a perfect score of 100% or very close to they are too concentrated at the top end of performance. This suggests the teacher could have either taught more content or increased the amount of depth of content covered, or the assessment might have been too easy in terms of design or in terms of the questions asked.
2. If results are too concentrated to the lower end of performance it suggests the teacher tried to cover too much content or the content that was taught wasn’t taught well enough, at least not in a way the students could recall it during an assessment. It could also mean that the questions were too difficult either because students couldn’t retain what was taught or because they found the style of questions too difficult.
3. There is a good bell curve with an average assessment score comfortably between 55% and 80%. There may well be anomalies like students who didn’t sit the assessment or small clusters around certain points but this is just the nature of a distribution and should be expected.

Create a chart for each one of your year groups and consider the distribution of results you have. Using the scenarios above think about what the next steps for your curriculum area need to be when these units of work are next delivered.

Year 7

Chart:

Commentary (analyse the distribution, what do you see, was the average reasonable)

Avg

Actions:

Progress: Who are your best and worst performing students, are any of them PP or SEN, what strategies can you use to improve their performance, how will you recognise high performance?

Lowest performing -5 students.

--	--	--	--	--	--	--

Best performing students +5 progress

--	--	--	--	--	--	--

Year 8

Chart:

Commentary (analyse the distribution, what do you see, was the average reasonable)

Avg

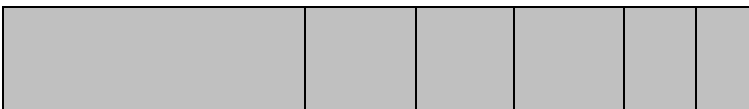
Actions:

Progress: Who are your best and worst performing students, are any of them PP or SEN, what strategies can you use to improve their performance, how will you recognise high performance?

Lowest performing -5



Best performing students +5



Year 9

Chart:

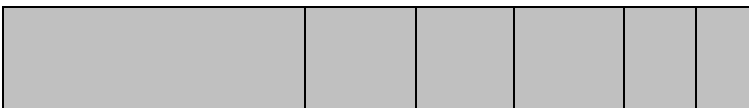
Avg

Commentary (analyse the distribution, what do you see, was the average reasonable)

Actions:

Progress: Who are your best and worst performing students, are any of them PP or SEN, what strategies can you use to improve their performance, how will you recognise high performance?

Lowest performing students -5



Best performing students, +5



APPENDIX 2:

Data Report

Curriculum/Subject Area:

CL/SL:

Year group: 11
2021

Term: Autumn

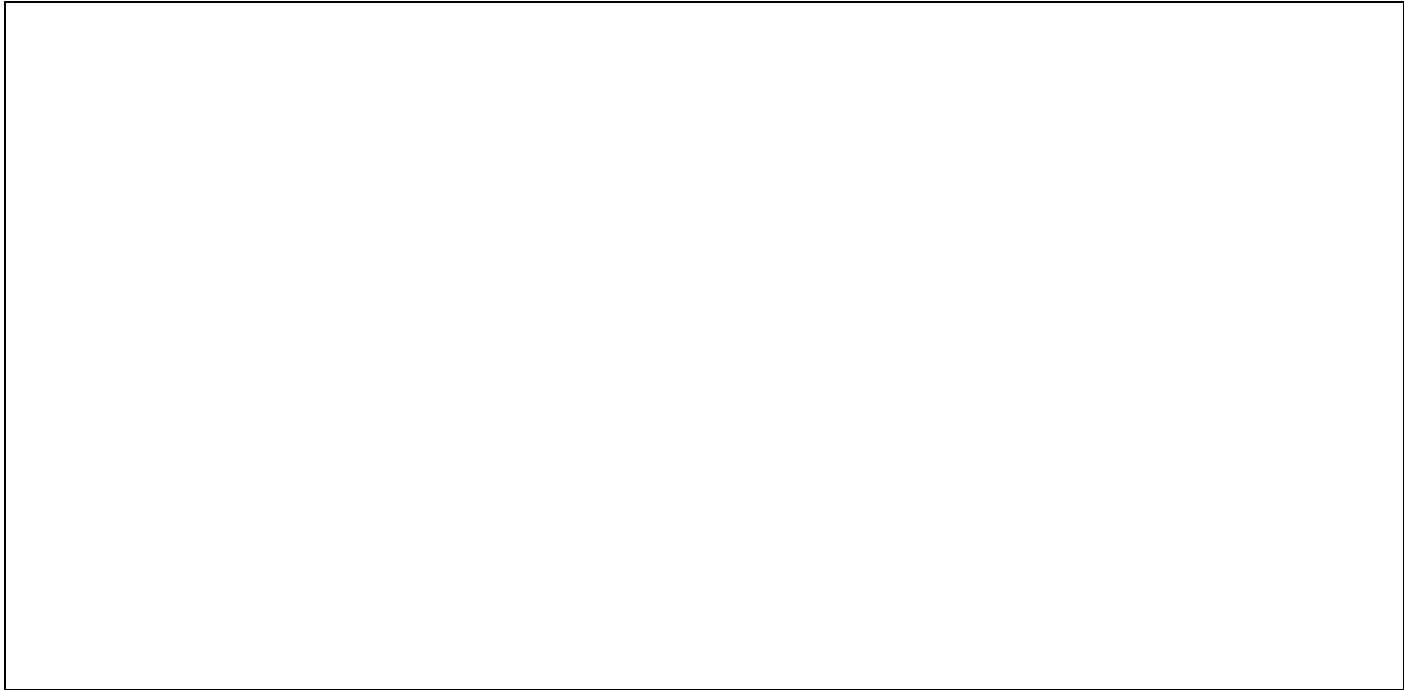
Year:

What are the key target groups within your subject area?

Who are the key target students within these groups?

What actions do you now intend to take in the final run up to the exams?

How does the SISRA predicted grade compare to the SISRA Mock Exam grade, was this expected and are you confident that the gap will close?



LITERACY

Reporting



	What might this look like in this subject?	I Basic literacy which requires improvement	G Proficient and good progress	E Excellent and Advanced
Reading	Reading aloud from textbooks, resource sheets and presentations. Reading and understanding content including tiered vocab	Identifies main ideas, key details, and purpose in texts. Makes simple inferences based on textual evidence. Understands key vocabulary within context.	Understands and interprets implied meanings and perspectives Draws conclusions, recognises text purpose Understands and applies key vocabulary to understand ideas	Compares viewpoints, assesses argument strength, and evaluates purpose Evaluates perspectives and identifies underlying assumptions Vocabulary is not only understood but also analysed for its impact on themes, arguments, or problem-solving methods.
Writing	The clarity of written work including correct SPaG, handwriting quality and presentation of book work	Writes clear sentences with a logical flow of ideas. Uses appropriate vocabulary and straightforward sentences to convey ideas. basic spelling, punctuation and makes grammar errors.	Structures writing with cohesive paragraphs, clear topic sentences, and effective transitions. Writes with clear purpose, selecting vocabulary and sentence structure to suit the subject. Revises writing for clarity, coherence, and style; corrects common errors.	Organises complex ideas into well-structured arguments, with logical development, coherence, and nuanced transitions. Demonstrates precision and control in vocabulary and syntax, using language effectively for impact and emphasis Refines for voice, style, and impact; demonstrates mastery in editing for precision and nuance.
Oracy	Verbal communication in the classroom including responding to questions which show an understanding of key vocab and content	Expresses ideas clearly in familiar contexts with basic vocabulary. Listens attentively and responds appropriately to questions or prompts. Participates in group discussions, sharing ideas when prompted.	Communicates ideas confidently and effectively, adapting vocabulary to the subject Engages actively in discussions, asking clarifying questions and building on others' ideas in subject-relevant ways Actively contributes to group discussions by sharing relevant ideas, asking questions, and encouraging participation from others. Uses subject knowledge to support collaborative tasks (e.g., working through a complex math problem or discussing a historical event).	Engages listeners with well-articulated, expressive language tailored to the subject matter. Adjusts tone, style, and register for different audiences (e.g., using formal language for a scientific presentation or narrative techniques in English). Demonstrates critical listening by synthesizing ideas from multiple contributions and providing insightful responses. Leads and enriches group interactions by guiding the discussion, encouraging diverse viewpoints, and helping the group achieve a deeper understanding of the subject.

