ASSESSMENT AND REPORTING POLICY

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1. INTRODUCTION

1.1 Within this policy 'we' and 'us' means Catmose College.

1.2 Assessment is an important part of the learning process and should be integral to how we help students make effective progress in their understanding. The feedback following assessment will take a variety of forms which are summarised in the diagram below:

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1.3 The following are crucial to effective assessment:

- Students receive effective feedback, based upon clearly understood aims and objectives, ensuring they are actively involved in their own learning.
- Teachers adjust their lessons and approaches to take into account the outcomes of assessment.
- Parents and carers receive accurate and timely feedback on their child's progress towards ambitious GCSE target grades.

1.4 The characteristics of assessment in good or better lessons will include:

- Students understanding the individual standard of work expected of them.
- Teachers using summative assessment (a summary of a student's performance using a percentage score) to support separate formative assessment (which provides feedback on areas for improvement).
- Students being involved in their own and each other's assessment.
- Teachers providing feedback in the most effective way so that students know their next steps and how to take them.
- Students modifying, editing and improving their work as a result of feedback during the lesson or as part of prep.

2. FEEDBACK

2.1 We do not expect teachers to mark every piece of work; this is not the most effective way to feedback and promote further student progress. It will rarely, for example, be appropriate for teachers to mark and acknowledge note taking.

2.2 Teachers will instead focus their marking on the most challenging tasks where their work will have the most impact on a student's progress. This will include at least one piece of work each term, providing students with information on how to improve. This feedback may be given in writing or verbally during a one-to-one or small group work; in the latter case students will summarise their feedback themselves.

2.3 Teachers will often feedback common errors verbally to the whole class, expecting the students to take notes and correct their work if it applies to them. Students may also be asked to mark their own or each other's work using assessment criteria that have been taught to them; the teacher will also check the accuracy of this marking.

2.4 Students are expected to improve their work as a result of the feedback received, either during a lesson or as part of their prep as directed by the teacher.

2.5 If a student has performed below expectations or has not completed work, they may be required to attend intervention in order to ensure they do not fall behind their peers.

2.6 Teachers will keep a mark book, either on paper or electronically. Where intervention has been used to address any underperformance, the improved result will also be recorded.

2.7 Individual subject teams will have separate assessment procedures to guide their subject-specific approaches to providing feedback which will complement this policy.

2.8 Teaching staff may, on occasion, use artificial intelligence (AI) tools to support the marking of student work, or to assist in generating, editing, or cross-referencing written reports. The only permitted generative AI tool for staff is Microsoft Copilot. Staff may also use platforms such as Moodle, where built-in AI functions can support automated marking. AI tools must only be used when their use does not compromise the quality of feedback provided to students or reduce staff's ability to understand, interpret, and diagnose any concerns about student progress.

3. REPORTING HOME

3.1 We will provide regular and clear feedback to parents and carers about their child's progress. These will be captured through checkpoint reports where teachers will report on the average performance for that time period in a range of low stakes tasks. In addition, each year group will have at least one key assessment, which is a high stakes test that provides a more substantive indicator of progress towards GCSE targets.

3.2 An annual form tutor reference will summarise the main priorities for the next stage of learning, providing information on the student's wider involvement in the life of the College. In Years 10 and 11 the tutor reference will also be used for post 16 application reference requests.

3.3 Students should be made aware of the nature and the purpose of each assessment which will reflect recently taught work. A list of content and skills covered in each subject area and in each year group is available on the College website under the curriculum tab.

3.4 In Key Stage 3, a percentage test score will be given alongside the average score for the year group. For comparison and grouping purposes, the year group should sit the same assessment in the respective subject areas. The key assessment will be differentiated so that it becomes progressively more difficult in order to challenge all students.

3.5 At Key Stage 4, key assessments should be modelled on the examination papers and will report tier average alongside individual scores, if appropriate.

3.6 In all cases, a student should understand and be able to articulate why a particular grade has been awarded, as well as demonstrate work they have improved on as a result of feedback.

4. CHECKPOINT REPORTS

4.1 The following data will be recorded on each checkpoint report:

- CHECKPOINT TEST %: for students – an average % over all assessments for the defined checkpoint period (typically 2-4 small assessments).

- AVERAGE %: an average % over all assessments for the defined checkpoint periods for the year group (or cohort/tier at KS4).

- At least once per year students will also sit a Key Assessment (a formal test, e.g. a mock) that will summarise their overall progress to that point.

- ROUTINES FOR LEARNING (RFL) (please read our Behaviour Management Policy for further information):

  Green: the student always arrives on time and with the correct equipment; they listen carefully to other members in the group and work hard to achieve their target; they treat all members of the group with respect. They respond well to feedback.

  Amber: the student's approach to learning requires improvement as it is having an impact on the progress they are making. There may be issues around organisation; punctuality; contributions in class; progress, attitude and respect for others. They do not always respond well to feedback.

  Red: the student's approach to learning is inadequate and is causing them and others to underperform. The student frequently arrives late or does not have the correct equipment/prep or they disrupt the lesson and the effective education of other students or they frequently produce work which is below their target grade or struggle to sustain their focus or they fail to treat other members of the group with respect.

- PREP: this indicates the progress students have made towards completing prep associated with the course they are studying.

  Green: the student's work is all complete and to the standard demanded by their aspirational target. They prepare well for their next lesson by consolidating the work they have completed and ensuring they are ready for the next steps in their learning.

  Amber: there are some concerns regarding the prep/coursework. There are a few pieces missing and/or the quality has not yet reached their target. They do not always prepare thoroughly for assessments by not revising effectively enough and are underperforming as a result.

  Red: there are significant concerns regarding the prep/coursework handed in. There are large pieces of work missing and/or the quality is below their target.

They are not revising for assessments and are significantly underperforming as a result.

5. PROGRESS EVENINGS

5.1 All parents will be invited to one progress evening per academic year and will be encouraged to attend with their child. This is an opportunity for staff to discuss praise and progress as well as areas that can be developed.