



ASSESSMENT, RECORDING AND REPORTING POLICY

RATIONALE

Assessment, recording and reporting of achievement and progress at HBS is integral to teaching and learning. It should enable all students to recognise their strengths and areas for development in order to achieve their full potential, as well as fulfilling statutory requirements.

AIMS

- To recognise academic and personal achievement
- To identify strengths and areas for development to support future learning
- To encourage and enable students to take responsibility for their own learning
- To facilitate continuity and progression by enabling teachers to evaluate the effectiveness of the curriculum, including teaching and learning strategies, and to plan accordingly
- To provide the basis for statutory assessment
- To provide the student and parents with an objective evaluation of the students' attainment and progress and to set targets for further progress

ASSESSMENT

All assessment at HBS will be:

- Both formative and summative
- Identified in schemes of work, and a wide range of evidence will be considered
- Used to identify the next steps in learning
- Based on clear criteria that will be shared with students
- Used to set targets that will be reviewed regularly
- Moderated within departments for consistency

RECORDING OF ASSESSMENT

Will

- Be regular, and used in the planning of work to allow progression
- Identify outcomes which will allow the progress of individuals, teaching groups and year groups to be monitored and evaluated
- Allow departments to build up evidence on which to make accurate judgements for in-year tracking and for end of year and Key Stage reporting
- Be transferable from teacher to teacher

REPORTING OF ASSESSMENT

Will

- Recognise academic and personal achievement
- Give clear feedback to students, and follow-up discussion will enable them to set targets for future learning
- Enable clear communication with parents
- Provide a record of attainment and progress for staff use
- Use the HBS assessment code for 'Academic Attainment' and 'Learning Attributes' in interim and full reports (see appendix), or GCSE and A level grades, as appropriate for different year groups.

MARKING/FEEDBACK

Will

- Be **meaningful**, and inform student progress
- Be **motivating**, and have a positive impact on student outcomes
- Be **manageable**, and a good use of teachers' time

Within the terms of the ARR Policy, departments will use the formative assessment strategies which they consider to be most appropriate for their subject in order to achieve the following aims:

- To enable them to make an accurate judgement about each individual student's progress
- To inform students clearly of their progress and to advise them on the next steps in their learning

Formative assessment is likely to be both verbal and written. It will involve a regular and on-going exchange between teacher and student about work in progress.

When assessment is summative, it will be related to objective national criteria, where available and appropriate.

For substantial pieces of work, departments may use their own numbering or grading system, or the HBS Assessment Code in addition to written comments. The criteria for the grading will be explained to students. At KS3, where the focus is on student progress and formative assessment, grading will be kept to a minimum.

It is the responsibility of the Subject Leader to ensure that marking and feedback within a subject area is consistent and in line with school and departmental policy.

MONITORING

The ARR Policy will be monitored by the Senior Team (ST), together with the Subject Leaders, who will ensure that it is implemented by all departments, and Heads of Key Stage or Year, who will support form tutors in overseeing students' progress.

PROCEDURES FOR ASSESSMENT – WHOLE SCHOOL

Procedures will operate according to whole-school policy and the school calendar which is published annually. Students' progress in all year groups will be tracked regularly in subject areas via the whole-school tracking programme.

Subject assessments for each year group will take place at least once per term. Students should be set at least one substantial piece of work on which they receive detailed feedback each half term. The length and frequency of these assessments will depend on timetable allocation, but will ensure that teachers can make accurate judgements about students' attainment and progress.

In addition:

KS3: There will be an annual end of year examination in all subjects which will, where practicable, take place under examination conditions.

KS4: There will be formal GCSE practice examinations in Year 10 and Year 11, where possible.

KS5: Year 13 'mock' examinations will take place in the Spring Term and Year 12 internal examinations in the Summer Term, where possible.

DEPARTMENTAL

The Subject Leader will ensure that his/her department implements the ARR Policy and:

- Specifies assessment opportunities in schemes of work

- Makes assessment an integral part of the teaching and learning process and ensures that all teachers make explicit to the students what is to be learned and assessed
- Uses a variety of assessment techniques
- Has an agreed system for recording assessment evidence in line with school policy, which will facilitate the monitoring of students on an individual and teaching group basis
- Standardises and moderates within the department
- Provides opportunities for formative assessment, target-setting and review
- Reports to parents summatively as required by the assessment calendar
- Records progress on whole-school tracking programmes as required
- Reports concerns about a student's progress within the subject area to tutors and parents as appropriate
- Will use the data available to set individual student and department targets

It is the responsibility of the Subject Leader to induct new staff into departmental procedures and to monitor the effective implementation of these within the department.

THE FORM TUTOR

Will

- Overview student progress for their form and identify students needing further support
- Write a tutor report on each student's academic and personal achievement in end-of-year reports
- Review progress with students and support them in meeting subject targets

HEADS OF KEY STAGE OR YEAR GROUP

Will

- Overview student attainment and progress across the year group
- Support and monitor the work of the form tutor and work with Subject Leaders to ensure the smooth operation of the system
- Support form tutors, to allow effective reporting and review of progress to take place
- Work with the ST to determine the annual assessment calendar, reporting procedures and guidelines

THE SENIOR TEAM

Will monitor the consistency and effectiveness of assessment processes used across the school.

THE STUDENT

Is the main focus of the assessment policy and will:

- Be encouraged to share in the responsibility for her learning and progress by
 - Preparing for any assessments of which she is notified in advance
 - Acting on advice given in feedback on work
 - Keeping to deadlines set for handing in work to be assessed
 - Asking for help or clarification with work set if required
- Have a variety of academic and extra-curricular achievement recognised and celebrated
- Review progress in their individual subjects and agree targets for future progress
- Attend Consultation Evenings to share in the discussion of their work.
- Receive a summary document each year which records their progress
- Be able to review their progress with her tutor and develop individual targets

PARENTS/GUARDIANS

- Will receive an annual written report and, where appropriate, an interim report on their child's progress and achievement in each subject, which conforms to legal requirements
- Are encouraged to respond to reports on the comment sheets provided
- Are invited to subject Consultation Evenings once a year and are encouraged to contact the school at any appropriate time if they have any concerns
- Will be expected to take an active role in supporting their child in her learning and in achieving their targets.

UPDATING AND REVIEW

This policy was updated and ratified by the Governor's Education & Wellbeing Committee in October 2024 and will be reviewed every two years.

APPENDIX: ASSESSMENT CODE FOR KS3 FULL REPORTS

HBS Academic Progress Report

Guide to Code

PS	A particular strength	Making exceptional progress in this area.
CP	Consistent Progress	Making very good, sustained progress in this area.
OT	On Track	Making progress, and needs to identify, with support from the teacher, the knowledge and understanding required to consolidate learning in this area In order to build on the progress already made.
CC	Cause for Concern	Not making the progress expected in this area. Support with organisation, revision, or other aspects of learning may be needed. Discussion with teacher to take place.

Learning Attributes

	PS	CP	OT	CC
1. Organisation/meeting deadlines				
2. Participation in lessons				
3. Initiative/independence				