Assessment, Recording and Reporting Policy

Approved by:	Board of Trustees	**Date:** 10/10/24
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Monitoring & Review	Trust Board	

Contents

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/carers.
- Clearly set out how and when assessment practice will be monitored and evaluated.

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Student Information) (England) Regulations 2005: schedule 1
- This policy complies with our funding agreement and articles of association.

3. Principles of assessment

- To advance pupil progress and outcomes.
- To monitor, evaluate and review students' current stages of progress, and identify their next steps for further progress and improvement: Dedicated Improvement and Reflection Time (DIRT)
- To give students accurate feedback on their progress and attainment.
- To celebrate and reward students' achievement and progress.
- To agree and set challenging targets for improvement.
- To enable students to self-evaluate their work and take responsibility for setting their own targets.
- To enable staff to know what each of their students can do and also what they need to do in order to improve. This should be clearly communicated to the students either through written or verbal feedback.

4. Assessment approaches

At CORE Education Trust 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 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 against learning objectives and identify areas in which they need to improve.

- **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

4.2 In-school summative (cumulative) 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 or period, 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 (including cumulative assessment opportunities over the course of a key stage / specification). It should be used to provide feedback on how they can improve.

- **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period.

4.3 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/carers** 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.

5. Collecting and using data

> The CAM (Common Assessment Map) has been constructed to ensure students, parents and carers have access to timely feedback on performance. Reports will be issued to parents twice per year.

> Staff workload has been carefully considered in the construction of the CAM. Staff should only be required to enter assessment data once; it should then be used for multiple purposes.

6. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students, and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. CORE Education Trust recognises that AI has many uses to help students learn but may also lend itself to cheating and plagiarism.

Students **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework.
- To write their homework or class assignments, where AI-generated text is presented as their own work.

Students **may** use AI tools:

- As a research tool to help them find out about new topics and ideas.
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed.

See our NEA policy for more information on how students can and cannot use AI for their assignments.

7. Reporting to parents/carers

Reports to parents/carers must include:
- › Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- › Comments on general progress
- › Arrangements for discussing the report with the student's teacher
- › The student's attendance record, except where the student is in:

  Where attendance should be reported, it should include:
    - The total number of possible attendances for that student, and
    - The total number of unauthorised absences for that student, expressed as a percentage of the possible attendances
- › The results of any public examinations taken, by subject and grade
- › Details of any vocational qualifications or credits towards any such qualifications gained

8. Inclusion

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

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.

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 students. However, this should account for the amount of effort the student puts in, as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points and take this into account alongside the nature of students' learning difficulties.

9. Training

Professional development will be deployed through the Communities Practice and school CPD programmes.

10. Roles and responsibilities

10.1 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.

10.2 Headteacher

The headteacher is responsible for:

- Ensuring 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.

10.3 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.

11. Monitoring

This policy will be reviewed annually by the Trust Board.

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

The Executive Director – School Development & Improvement will monitor the effectiveness of assessment practices across the school, through:

- Subject review and QA/ QD activity

- Data analysis

- Books looks

- Meetings with HTs/ SLT

12. Links with other policies

- This assessment policy is linked to: Curriculum policy.

- Non-examination assessment (NEA) policy.

- Examination contingency plan.

- Marking policy.