Marden High School

Assessment, Progress and Reporting Policy

Ratified by Governors: November 2025

To be Reviewed by Governors: November 2026

1) Background to the policy:

Clear understanding of where students are in their learning is integral to their progress. Planned assessment opportunities should identify where students are in their learning and the next steps needed to build on this. Assessment should not create additional workload for staff. Reporting to parents/carers should be timely and clear.

2) This policy applies to:

Staff, students, parents and carers.

3) Statement of the policy:

A set of assessment principles can be found in the staff handbook that highlight the purpose of assessment and feedback. Assessment may take the form of oral or written feedback in line with department medium term planning. How often this type of feedback is given may depend on the number of times that lesson is delivered to students. Summative assessment, in the form of 'key assessed pieces of work' should be completed prior to data collections to shape the information that is shared with parents/carers. This type of assessment should have a clear cost/benefit in terms of supporting the student to make progress. Assessment should also take place in each lesson to ensure the understanding of students during and at the end of lessons to help inform planning of the next lesson. This may include, but is not limited to, the use of hinge questions and exit tickets.

4) Legislation and guidance documents:

Staff must ensure that the curriculum follows the national curriculum framework for England. Curriculum leaders should ensure that long term plans cover the requirements on the statutory guidance.

5) The aims:

The Assessment, Progress and Reporting Policy is to ensure that the use of assessment is consistent across the school, informs the understanding of student progress and that this is clearly communicated. The aims are to:

- Identify where students are at a given time (within a lesson or summatively).
- Identify students' needs to ensure planning takes into account gaps in knowledge or where skill needs to be practised.

- Share information clearly with all stakeholders.

6) Provision:

The methods by which these aims will be achieved are:

- Through the development of long-term schemes of work that identify key assessment points.
- The use of summative assessment to assess learning and recall at key points in the academic year. This summative assessment is collected via data collections submitted via Edulink or SIMs. This data is then inputted to SISRA where it is used by staff.
- Marking in books as a diagnostic, at key assessment points, and which specifies how improvements can be made to work completed. Where this is done, there is evidence that the student has acted on the feedback given. Marking will not merely acknowledge the completion of work or provide unactionable or non-specific comments about work.
- Staff, in their planning, will identify techniques and strategies to assess the learning of all students within a lesson and at the end of the lesson. They will use this information to plan subsequent learning or to identify those learners who may need more support or challenge.
- Parents/carers will receive three reports over the course of an academic year, which include summative data of where their child is working in relation to the key competencies (KS3) of an individual subject. Not all competencies will be assessed at each key assessment point.
- At KS3 students are assigned markers to show their progress as either working towards, developing, meeting, mastering or exceeding. The schemes that show this are shared with parents/carers on the school website.
- At KS4 students are assigned GCSE/BTEC/Cambridge National grades reflecting the proportion of the course that they have completed.

7) Staff Development:

- Teaching and learning CPD (Continued Professional Development) is planned to allow staff to collaborate to develop strategies for assessment that can be used in lessons. This allows for teachers to gauge understanding in real time and teach responsively. These methods of assessment might not always be evident in student exercise books. Inset days have a particular focus on this.
- Departmental Professional Development (DPD) time focuses on curriculum focused standardisation of written work and feedback as well as developing techniques to CFU (check for understanding) in specific subject areas.

- Termly learning walks are used to identify areas of best practice and these are shared with staff and curriculum leads. Curriculum leads also conduct termly learning walks.
- Open classrooms and paired lesson observations will allow staff to see the practice of others.

8) Monitoring, Review and Evaluation:

- Continued monitoring and evaluation through learning walks.
- Continual monitoring of curriculum developments through Curriculum Development Plans (CDPs).
- Opportunities within DPD (Departmental Professional Development) time to evaluate and standardise assessments.
- Opportunities within PPD (Personal Professional Development) time to explore effective assessment for different types of learners.
- Student voice - with a focus on how students know they are learning and making progress
- Feedback from parents and carers is invited yearly via parent survey and parent forum.