SPALDING HIGH SCHOOL

ASSESSMENT, MONITORING & REPORTING POLICY

HEADMISTRESS:	**Mrs M K ANDERSON**
DEPUTY HEADTEACHER:	**Mrs T WALDRON (Curriculum, Exams, Pastoral)**
ASSISTANT HEADTEACHER:	**Mr J BLACKBOURN (Assessment & Reporting, Y11-13)**
ASSISTANT HEADTEACHER:	**Mr B LOVE (Teaching & Learning, Y7-10)**
ASSISTANT HEADTEACHER:	**Mrs L RAY (Safeguarding, Attendance, Anti-bullying)**
SENDCo:	**Mrs V HICKMAN**
LINK GOVERNOR:	**Mrs D MULLEY (Chair Standards Committee)**
DATE AGREED:	**October 2026**
REVIEW FREQUENCY:	**ANNUAL**

Executive Summary:

The aim of this policy is to set out the arrangements for assessment, monitoring and reporting at Spalding High School. We believe that this policy should ultimately enable all staff to support students as a result of effective monitoring and the system should furthermore serve to motivate our students.

Related Policies:
Behaviour for Learning Policy
Curriculum Policy
Equal Opportunities Policy
Examinations Policy
Homework Policy
Literacy Policy
Teaching and Learning Policy

_____ _____

Chair of Governors **Date**

_____ _____

Headmistress **Date**

Section 1: Aims

1.1 It is the aim of teachers at the school to offer all pupils an opportunity to show what they know, understand and can do.

1.2 In order to help pupils' develop their understanding, knowledge and skills, we see assessment as a vital tool.

1.3 Through assessing, monitoring and reporting on pupils' work, we aim to:

- Motivate pupils' to understand what they have to do to attain specific levels and grades
- Facilitate the setting of clear targets for improvement
- Allow staff and pupils' to plan more effectively
- Involve pupils' and their parents/carers in the pupils' progress
- Provide staff with information to evaluate teaching
- Give pupils' helpful feedback including DIRT time, in order that they can learn more effectively
- Ensure that our practices in this area adhere to the equal opportunities policy of the school.

Section 2: Principles

2.1 Assessment, recording and reporting at Spalding High School should:

- Motivate all students
- Be based on an agreed framework of consistent principles used throughout the school
- Enable the school to fulfil its statutory obligations
- Inform teachers' forward planning
- Involve the learners, so that pupils are aware of the criteria by which they are assessed and that they are provided with feedback so that they can learn more effectively
- Be integrated into curriculum plans. Individual departments are responsible for choosing assessment opportunities, procedures and systems, in order that the pupil is best served in each separate subject
- Provide intelligible and meaningful information for parents
- Be manageable within existing resources and time
- Use a wide variety of assessment techniques
- Be simple and understood by all.

Section 3: Implementation

The principles of the School's policy give rise to agreed practices in assessment, recording and reporting, specifically:

Assessment techniques

3.1 Responsibility lies with the individual teacher and with the HoD leading the subject team to use as wide a variety of assessment methods as possible.

3.2 Pupils will be given full opportunities to show what they know, understand and can do. A range of assessment techniques also increases variety and interest in teaching and learning.

3.3 A great deal of CPD has been focused on assessment and reporting including the sharing of good practice between departments; displays, discussion, observation, oral presentation and practical work are examples of wider evidence which can be used to assess pupils. The more formal task of marking can be varied to include grades for effort and attainment, marks for specific skills, pupil self-assessment and comments on the completed work.

Marking and feedback

3.4 Departments should be confident when assessing to common standards. As part of this, it is expected that, within a department, there will be a common marking system, consistently applied by staff and understood by pupils, which includes the School's Literacy Policy.

3.5 Teachers' feedback to pupils, both written and oral, should focus on their progress and achievement. Such feedback has two purposes; firstly, to reward and praise progress and achievement and, secondly, to identify areas for improvement, future targets and ways to progress.

Quality Assurance

3.6 At departmental level, it is the role of the HoD to monitor standards of teaching & learning and consistency of assessment within his or her team. It is the responsibility of the HoD to develop, together with teachers within the department, a set of criteria for the assessment of pupil work in that subject which should include the School's Common Tasks for all year groups to ensure consistency of marking within departments. Staff must also adhere to the criteria of external assessment bodies. To support these aims, departments are developing pupil friendly assessment criteria related to specific topics.

3.7 Work scrutiny is carried out at departmental level by the HoD and at whole school level through the work of the Senior Leadership Team. Learning reviews/departmental learning walks are carried out each year to monitor teaching and learning and observations are carried out for appraisal. A peer observation is carried out annually. HoD work in conjunction with a designated member of the SLT, meeting at least three times throughout the year to discuss set agenda items. Departmental DDPs are also discussed at these meetings.

Monitoring, Tracking and Progress Checks

3.8 Target setting is individual and based on estimates from Key Stage 2 scores with an appropriate measure of added challenge. Estimated grades are set with reference to prior and current performance as well as potential. Departments publish student friendly success criteria to enable pupils to understand what is required to achieve each level.

3.9 HODs, subject teachers and pastoral staff to track individual progress, examine reviews of the results of the monitoring process. Intervention is taken at a variety of levels if students appear to be diverting from their estimated grades and parents are involved in the process when appropriate.

Reporting

3.10 School reports are summative for the whole year and are issued in Feb (Years 11 and 13), May (Year 12) and July (7 – 10). They include a projected grade or grade band. Deadlines for reporting are issued to staff and the assessment coordinator issues regular reminders to staff. Arrangements are made to discuss the student's progress at parents/carers' consultation evenings or at the request of the parent with senior pastoral staff or SLT.

3.11 Contact with home is promoted through the planner system, student monitoring and the importance given to the role of pastoral staff to ensure that parents feel they are involved in their children's progress.

Consultation Evenings

3.12 Each year group has one parent/carers' consultation evening per year. Appointments are conducted online. Parents book appointments online with the teachers in their subjects and generally, a time of four to six minutes is set aside for each consultation. The form tutor, Head of Year and SLT are also available to discuss pastoral issues.

Rewards

3.13 Individual departments set the criteria for awarding 'Excellents', but teachers can also award them for helpful behaviour, or good conduct about the school. These marks are recorded on SIMS in all key stages, although students may keep a record of them in their planner. 'Excellents' accumulate so that the Head of Year or SLT awards bronze, silver, gold and platinum certificates at achievement assemblies. Pupils are also praised within the classroom situation; this can be in the form of oral comments, written response to work or in the planners.

3.14 Three times per year, student achievement is celebrated in achievement assemblies. Each week, staff are invited to nominate their 'Student of the Week'. Nominations can be made by both teaching and support staff and can be subject related or community focused. 'Student of the Week' nominations are published weekly in the School Bulletin.

Examinations

3.15 Years 10 and 12 have an internal exam week in June and April respectively whilst assessments are conducted throughout the year for Years 7-9. Mock examinations are held in December for Y11 and Y13. The internal examinations timetable is created and arranged by the examinations officer, who also administers all arrangements for external examinations.

Analysis of examination results

3.16 Results of external examinations and end of year assessments/exams are analysed both in subject departments and for the school as a whole. The intention of these analyses is to identify where strong performance exists and where improvement is needed. Departments are required to consider the reasons for particular levels of performance and trends over time between specifications, subjects, teachers, teaching groups and identifiable groups, As a result, good practice is identified and shared, and areas for improvement addressed.

Training

3.17 The Assessment Coordinator delivers training to whole staff, or smaller departmental, and/or pastoral groups. New staff have an assessment, recording and reporting session within their induction programme. There are regular reminders, bulletins and tips offered at staff briefing sessions, or statutory meetings. The Assessment Coordinator is available to assist departments or to attend departmental or pastoral meetings. The HoD or HoY is responsible for training and supporting individual staff in assessment, recording and reporting practices, which affect their particular areas. Departmental policy should be clearly stated and issued to all staff within that area.

Section 4: Evaluation and Review

4.1 The process undergoes review annually. HoD/HoY is responsible for monitoring and evaluating the application of the policy and reporting to their line manager. The Assessment and Reporting Coordinator compiles the findings and carries out the overall evaluation, making changes where necessary.