



**St Edward's  
School**

Unity - Achievement - Faith

# Assessment, Recording and Reporting Policy

**Reviewed and Approved by the Teaching, Learning, Assessment and Curriculum Committee**

**On: 15 October 2025**

**Next Review date: Autumn 2026**

**SLT is responsible for oversight of this policy's implementation**

## **MAY WE BE ONE**

In purpose – educating for life in all its fullness  
In faith – encountering God who lives among us, calling us to unity  
In dignity – nurturing confidence and maturity  
In community – striving together for justice, love and peace

St Edward's Mission Statement directs us to nurture confidence and maturity. A key component of growth is to be able to move forward from where we are in the certainty that we know who we are, where we are going and what we need to do to get there. Accurate, considerate and transparent assessment facilitates this process. In addition, clear recording and reporting guidelines ensure that we can work in partnership together; school, student and parent to achieve these ends.

### **Introduction**

The purpose of this document is to show how student progression in all areas of the curriculum is planned, assessed and reported upon. St Edward's School understands that planning, assessment, and reporting are inter-related and that they are all integral parts of the teaching and learning process. This policy aligns with the school's focus on Embedding Formative Assessment, it supports a positive environment in which high quality teaching and learning can take place and where each student has the opportunity to fulfil his/her potential.

### **Assessment Aims**

- To help students to celebrate their achievement and to understand what they need to do to improve their work and make progress, thereby developing self-regulated learners.
- To inform teacher planning, and to enable them to monitor and evaluate the progress of each student and groups of students, to provide and develop an appropriate curriculum for each child and an adaptive approach to challenge and support.
- To enable evaluation of the efficacy of implementation of the curriculum to support a cycle of improvement.
- To enable teachers to have reliable data to communicate with students, other teachers, parents and carers, exam boards and outside agencies, on matters regarding student progress and achievement.
- To ensure that all students are challenged, and aspirational in their learning, ensuring high expectations and challenge for all.

### **Assessment and Feedback Guidelines**

- Assessment is an integral part of the learning process where formative assessment is at the core. All students, and teachers, must be clear about what is being assessed, why it is being assessed, how it is being assessed. Assessment must enact adaptive teaching and lead to improvement in understanding skills, and progress to ensure no student is left behind.
- Assessments are made by teachers in many different contexts. These may be both formative or summative for example, during the course of lessons, peer and self assessment, as a result of home learning tasks, a formal test in class or a formal examination. The teacher will determine the most appropriate and effective means of assessing learning.

- Planning for learning will be based on formative assessment of previous learning both in and between lessons as well as over a unit of work and broaden curriculum intent.
- Many different forms of assessment can be used and will vary from subject to subject. These could include the observation of a student or groups of students, listening to answers provided by the student(s), evaluating the quality of questions asked, talking to student(s) and marking written work.
- All subjects are responsible for supporting literacy and numeracy and oracy ensuring that corrections are made.
- Students should be involved in the assessment process. This might include self and peer assessment as well as guided reflection on feedback from teachers. Students should be made aware of the criteria upon which they are being assessed and the assessments made. They should be encouraged to evaluate their own progress and to set targets for future learning.
- Summative Formal Assessments will take place regularly throughout the year and the impact of actions arising from these will be reviewed in Line Management Meetings. There are at least 2 formal data collection points over the academic year for every year group.

### **Recording Aims**

- To accumulate evidence of progress and achievement in a reliable and systematic manner; to enable trends and discrepancies in the work of each student to be monitored over a longer period of time, to improve assessment and reporting.
- To ensure consistency of assessment within Key Stages and throughout the school.
- To support a cycle of curriculum review and improvement and to inform the professional learning and development of staff.

### **Recording Guidelines**

- Teachers will maintain their own recording systems to enable them to record progress. All teachers are expected to have objective evidence of progress, and the impact of interventions; together with oversight of progress of groups of learners, such as high prior attainers, SEND, disadvantaged etc.
- In addition, at KS3 all teachers will record their formal assessment marks on to a department spreadsheet which will demonstrate the progress that each student has made relative to their starting point and which can be reported to parents and carers at the two reporting points during the year.
- St Edward's maintains central records on the MIS system (SIMS) which can be accessed by any member of the teaching staff. These include transfer data from previous schools, benchmarking, target and monitoring data and professionally predicted grades for all year groups. A variety of evaluation tools and packages are used to monitor and evaluate progress as well as targets set for individuals, teaching groups and year groups. For example, FFT Aspire, ASP (Analyse School Performance), DfE Level 3 Analysis, 4Matrix, CATS and ALPS.
- All teachers are responsible for ensuring the expected progress of students assigned to them. This accountability is secured via appraisal processes.

## **Reporting Aims**

To inform students, parents and carers, and colleagues, regarding progress relative to targets; and of the need for interventions or remedial work in order to ensure that rates of progress do not fall below that expected of individuals students, and groups of students.

## **Reporting Guidelines**

- The school will report to parents and carers regularly according to a published assessment calendar. Further informal communication may take place through parent teacher consultations, in exercise books, via telephone or email, or in person.
- The formal written report to parents and carers will enable measurement of progress against targets.
- Reports will allow for meaningful dialogue between parents and carers and the school by being both manageable for teachers and informative for parents and students.
- Reports will recognise the additional requirements relating to students with Education Health Care Plans and/or those recognised as having additional education needs.
- Parents and carers will be consulted annually in order to ensure the quality of reporting each year assists them in supporting their child's learning, and in informing them regarding their child's progress.