Assessment & Reporting Policy

Status	**Non-Statutory**
Responsible Governors' Committee	**ALT**
Date last approved by GB	**Not Applicable**
Responsible Person	**Miss E Parker**
To Review Date	**October 2026**
Last Amended Date	**October 2024**

Rationale

The Sutton Academy is committed to providing relevant and timely feedback to students, both verbally and in writing. We believe the purpose of assessment, recording and reporting is to track student progress, identify gaps in knowledge, analyse performance data and use this information to inform responsive teaching.

Aims

We aim to:
1. Ensure that all assessments are well designed, have a clear purpose and can be used to facilitate gap analysis.
2. Ensure consistency in tracking students across different subjects to aid in quality assurance.
3. Support best practise across different faculties.
4. Evaluate the effectiveness of the implementation of the knowledge-rich curriculum.
5. Identify students who require additional intervention to either support or challenge them to progress.
6. Provide feedback from Summative Assessments to both students and parents so that all stakeholders understand how each student is currently performing and what they need to do to improve in each subject.
7. Promote the academy values of resilience and reflection by providing students with clear information about how to prepare and respond to assessments.
8. Use assessment and feedback to engage and motivate students towards achieving aspirational targets.
9. Promote student autonomy and self-regulation.

Roles and Responsibilities

Trustees and Sponsors will:
- Support The Sutton Academy in delivering all aspects of this policy
- Ensure that this policy is regularly reviewed and updated as detailed in the school self-review schedule
- Determine budgets based upon student need and development plans
- Evaluate the effectiveness of this policy in practice.
- Support the Academy in the delivery of CPD related to assessment, recording and reporting.
- Support the Academy in the analysis of the effectiveness of assessment, recording and reporting.
- Support the Academy to adopt effective systems and practices

The Leadership Team will:
- Monitor and evaluate effectiveness in assessing, recording, reporting and rewarding students

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- Inform the Trust Board on the progression of students, including those in receipt of the pupil premium, at regular specified points through impact reports.
- Ensure that assessment and progress is prioritised in all development planning, and that such plans link to The Sutton Academy Improvement Plan
- Moderate the quality of assessments within faculties and the marking of assessments to ensure accurate data
- Provide effective staff induction arrangements and a CPD programme
- Support staff to continually develop assessment methods and systems
- Ensure that student- level assessment data are available centrally and can be easily accessed by all staff
- Produce an ongoing analysis of student performance data.
- Review this policy as part of the The Sutton Academy self-review schedule.
- Ensure that departments have sought appropriate external validation of assessment data.
- Ensure support is put in place for departments where assessment information has proven to be inaccurate
- Ensure that details of tracking assessments are shared with parents two weeks in advance and that they are made aware of the ways in which they can support their child in preparing for their assessments.
- Work alongside the year teams to ensure that all tracking reports are accurate and to check for inconsistencies.
- Quality assure the design of assessments within each subject through
- Quality assure the way in which students are prepared for assessments within each subject through
- Quality assure the gap analysis strategies and feedback that students receive following tracking through Spotlights on Assessment.
- Use tracking data to identify students requiring additional support and ensure that they are placed in appropriate intervention where required.

Faculty Leaders led by the designated member of the Leadership Team will:
- Ensure that high quality revision lists are prepared and provided to students at least two weeks before all tracking assessments.
- Ensure that curriculum time is built in to allow for lessons to teach students how to revise effectively in their subject.
- Use faculty CPD time to share best practise and ensure consistency in delivery of the revision curriculum.
- Ensure that all summative assessments are carried out in a way that ensures that the data obtained is accurate and valid.
- Ensure that all summative assessments are completed in line with the academic calendar.
- Moderate all internal and external assessments to ensure that assessments are well designed, have a clear purpose and can be used to facilitate gap analysis.
- Ensure that there is a clear system in place to identify gaps in knowledge for summative assessments within their subject.
- Moderate the marking of assessments to ensure that staff are accurately assessing students.
- Provide CPD to any staff who require support with marking assessments accurately.
- Ensure that subject teachers provide all students with clear information on their gaps in knowledge to enable students to improve through independent learning.

- Ensure that subject teachers use the data gained from gap analysis to plan responsive teaching.
- Contribute to the identification of CPD requirements related to Assessments, Reporting, Marking and Feedback.
- Where appropriate, support subject staff in planning and delivering intervention sessions to key groups of students identified to target gaps in knowledge identified through subject-specific strategies
- Where appropriate, ensure that internal assessments are externally validated at regular points throughout the year stipulated by ALT.
- Ensure marking of controlled assessments and coursework is internally moderated and externally verified.
- Ensure that controlled assessments are carried out in line with exam board guidance.
- Ensure that assessment data submitted incorporates the full range of components on each course (Exam components/ skills/ Controlled Assessments).
- Monitor the entry of assessment data into both subject trackers and SIMS so that all teachers meet deadlines.
- Moderate predicted grades for KS4 and KS5 students and provide support to staff to ensure that predictions are reasonable and that data is accurate.
- Check data entry is complete for all classes and check for inconsistencies.

Subject Teachers will
- Contribute towards the preparation of high-quality revision lists and resources for all students.
- Ensure all students are provided with high-quality revision lists and resources at least two weeks before any tracking assessments.
- Monitor, praise and reward student effort and achievement in preparing for assessments.
- Ensure that all students are fully aware of the exact dates that assessments will be completed in advance of assessment week.
- Ensure all classroom-based assessments are conducted in exam conditions.
- Act as an invigilator during classroom-based assessments.
- Praise and reward students for their effort in assessments.
- Take part in CPD focusing on assessment and respond to this appropriately.
- Keep up to date on educational initiatives connected to assessment
- Use the subject-specific strategy to identify gaps in knowledge for their students.
- Use the information gained from the gap analysis to plan responsive teaching.
- Ensure that students are provided with the opportunity to work on gaps in knowledge through high quality home learning tasks following the tracking assessments.
- Share information about students' learning with relevant members of staff and parents

Parents/Carers will;
- Be provided with support and guidance to enable them to support their child to reach their full potential.
- Be encouraged to support their child in preparing effectively for assessments.
- Attend meetings with staff and be involved in discussing the attainment and progress of their child

- Be encouraged to support their child in responding to gaps in knowledge identified in assessments.
- Ensure that the Academy is provided with any relevant information that may affect progress.
- Support their child in developing high aspirations and celebrate their effort in preparing for assessments.

Director of Operations will;
- Ensure individual student targets reflect achievable progress but also provides aspirational targets which challenge students to reach their full potential.
- Notify class teachers of when data entry window is open and entry deadline.
- Remind class teachers of data entry at midway point in data entry window.
- Notify Faculty Leaders 48 hours before data entry deadline of any classes not yet complete.
- Ensure data is uploaded to SISRA within two working days of entry deadline.
- Produce department data packs using SISRA/Stu Atkinson reports within two days of the data being published in SISRA.
- Ensure SIMS marksheets are in place for each data point.
- Ensure data is uploaded to SISRA within two working days after the moderation window.

Students will;
- Be encouraged to use the revision materials provided to them to prepare for assessments.
- Use the strategies that have been taught to them by their classroom teachers to revise effectively for their assessments.
- Attend all assessments, put 100% effort into their assessments and demonstrate resilience throughout assessment periods.
- Be encouraged to reflect on gaps in knowledge that are identified in assessments and complete tasks designed to help them to fill these gaps.
- Be actively engaged with any intervention following assessments to maximise their potential.
- Be expected to discuss their progress and targets
- Reflect on progress and comment on their attainment
- Attend, if appropriate, progress reviews and be involved in discussing their attainment and progress, and in the setting of appropriate targets
- Have high aspirations and expect their efforts and achievements to be celebrated.
- Aim to become independent, self-regulated learners.

Section 1: Assessment across the key stages

There are three assessment cycles across the year.
Each assessment cycle for all Key Stages follow the process below:

Preparation for Assessments	→	Assessment Week(s)	→	Marking and Gap Analysis	→	Feedback and Response	→	Intervention

PART 1: PREPARE
Two weeks before the tracking assessment window all students in years 7-10 will receive a revision list from their class teacher which contains a list of all topics that could be included in their assessment. This will happen three weeks before tracking assessments for years 11-13. Alongside the revision lists all subjects will receive support materials to enable them to revise each topic effectively. All subjects will dedicate curriculum time to teaching students how to use these materials to revise effectively in their subject. This will be set as the homework task for students to complete in the two/three weeks in the build up to the assessments and class teachers will monitor engagement with this.
The 'Revision Revolution' will be launched in assembly with all year groups and students who engage well will be nominated by their class teacher and receive a reward.
During the build up to any formal assessments that take place in exam venues, students will receive an exam timetable. For all in-class assessments students will complete an exam timetable in the build up to the exams to ensure that they know exactly when they will be sitting exams in each subject during their lesson time.

PART 2: ASSESS
This is the second part of the cycle where students complete the assessment(s) across their subjects. Years 7-10 and 12 will sit one round of formal tracking assessments in the exam venues. Years 11 and 13 will sit two rounds of mock exams in exam venues. Assessments for exam access arrangements are undertaken in year 9 and agreed access arrangements are then in place for all formal mock exams and tracking assessments for those students moving forward. All other tracking assessments will take place in classrooms.
At the start of the assessment week all students will receive an assembly to ensure they understand the expectations during assessments. All staff will ensure that exams are carried out in line with these expectations consistently across the academy.

PART 3: MARKING AND GAP ANALYSIS
Class teachers will mark the completed assessments for their class using the mark schemes provided by their faculty/curriculum leader. They will use the agreed faculty strategy to identify gaps in knowledge for the students in their classes whilst doing this. For the majority of KS4 and KS5 students this will be in the form of an individual Personal Learning Checklist (PLC).
Marking of assessments will be moderated by the faculty/curriculum leader. They will do so by remarking a sample of at least 2 students' papers per class for KS3 and 3 students' papers per class for KS4. Any issues with the marking will be addressed with the class teacher and appropriate action should be taken to ensure that these issues are addressed.

PART 4: FEEDBACK AND RESPONSE

Once all moderation and tracking has been completed for years 7-10 and 12, all marked papers will be returned to students together with clear feedback on what the students can and cannot do. For KS4 and KS5 classes this will be in the form of a PLC. Class teachers will then plan accordingly to address the gaps in knowledge that have been identified.

PART 5: INTERVENTION

Once tracking has been completed we then ensure that all students who require additional support are targeted with appropriate intervention.

Section 2: Reporting to parents and students

Every student in Years 7-10 and 12 receives three reports home each academic year. Every student in Years 11 and 13 receives two reports home.

Key Stage 3 Reporting

For KS3 students the reports are designed through consultation to inform parents of:
- The total number of Achievement Points that their child has accumulated.
- The total number of Behaviour Points that their child has accumulated.
- Their child's attendance.
- Their child's attitude towards learning in each of their subjects.
- How their child is engaging with home learning.
- Whether they are 'Exceeding', 'Meeting', 'Below' or 'Significantly Below' expectation in each of their subjects. Students are banded against their prior attainment to determine this.
- A brief description of the topics that their child has been learning in each of their subjects.

Key Stage 4 & 5:

For KS4 students the reports are designed through consultation to inform parents of:
- The total number of Achievement Points that their child has accumulated.
- The total number of Behaviour Points that their child has accumulated.
- Their child's attendance.
- Their child's attitude towards learning in each of their subjects.
- How their child is engaging with home learning.
- Their child's target grade in each subject.
- The grade that their child is predicted to achieve in each of their subjects.
- The next steps their child needs to take in order to make further progress.

Target Grades:

Target grades are calculated for each student by using previous starting point and national data sets.

For Year 7-11, students' performance in their KS2 Reading and Maths SATS is used against national Progress 8 data to determine what grades they would need to achieve to make positive progress. A stretch target is provided which can be changed so students continually push themselves.
N.B. Target grades for students who will sit GCSE exams in 2025 and 2026 will be based on CAT testing conducted internally on intake due to the COVID-19 pandemic.

For Year 12/13, students' performance in their KS4 examinations is used against national Value Added data to determine what grades they would need to achieve to make positive progress. A stretch target is provided which can be changed so students continually push themselves.

Assessment Grades:
For every round of tracking in years 11-13 students are awarded an Assessment Grade. These are shared with students but are not reported home to parents on the tracking report. The Assessment Grade is the grade that a student has achieved on a formal assessment according to the agreed grade boundaries. The assessment used to form the current grade must have been designed to fully reflect the challenge of the final examination or assessments that a student would sit in that subject.
Assessment grades are recorded in subject trackers. These should only be entered into trackers after marking has been moderated by the faculty/curriculum leaders to ensure that the data is valid. This process must be verified through ALT links.

Predicted Grades:
For every student in years 11-13 classroom teachers will provide a predicted grade. This grade takes into account the Assessment Grade that the student achieved in their tracking assessment together with professional judgement.

When deciding on a predicted grade there are 3 possible outcomes:
• The Predicted Grade could be the same as the Assessment Grade
• The Predicted Grade could be lower than the Assessment Grade (in a small number of cases/subjects)
• The Predicted Grade could be higher than the Assessment Grade

This depends on professional judgement based on the following questions:
1. How confident are you that this student will be able to sustain this level of performance as more curriculum is covered?
2. What is the student's attitude to learning like in this subject?
3. What is the student's attendance like in this subject?
4. How confident is the class teacher that this student will engage with the support that they are offered?

When formulating predicted grades consideration is given to units that have not yet been covered which may be more challenging for students.
It is the role of the faculty leader to set approximate parameters to support staff in making accurate predictions. These may change over time and must be discussed and agreed with ALT links before being communicated with staff clearly.