



INTEGRITY • COMMITMENT • RESPECT

ST JOHN'S
SCHOOL

St John's School Policy Assessment & Reporting

SJS May 25

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Assessment & Reporting Policy

The highly competitive and changing world that confronts young people has increased the demand for schools to develop competent citizens, capable of flexible thinking and independent learning. To meet these demands schools must have an ongoing commitment to an appropriate and relevant curriculum, with quality teaching and learning informed by good practice in assessment and reporting. Students must be given continual support as they strive to reach their highest possible standards of achievement.

Assessment for Learning is a key principle that guides teaching and learning at St John's School. Students reflect on their learning in a manner that informs their future studies. Formative and summative assessment is used to measure levels of understanding and equip students and teachers with data to inform the future direction of learning activities.

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used to:

- assist student learning
- evaluate and improve teaching and learning units of work
- provide information on student learning and progress in a course in relation to the end of Key Stage 3 or GCSE and A level specification outcomes
- report on the achievement by each student at the end of a course.

Students at St John's School are being assessed on what they understand, know and can do.

Reporting is the process of communicating information about student achievement and progress gained from the assessment process. The purpose of reporting is to support teaching and learning by providing feedback to students and parents.

The Principles of Effective and Informative Assessment:

Assessment is integral to teaching and learning

Effective and informative assessment practice involves selecting strategies that are naturally derived from well-structured teaching and learning activities. These strategies should provide information concerning student progress and achievement that helps inform ongoing teaching and learning as well as the diagnosis of areas of strength and need.

Assessment is balanced, comprehensive and varied

Effective and informative assessment practice involves teachers using a variety of assessment strategies that give students multiple opportunities, in varying contexts, to demonstrate what they know, understand and can do in relation to the curriculum outcomes.

St John's School Assessment Policy & Procedures

Our policy is driven by the following fundamentals:

Assessment is valid

Valid assessment strategies are those that reflect the actual intention of teaching and learning activities, based on Key Stage 3, GCSE and A level outcomes.

Assessment is fair

Effective and informative assessment strategies are designed to ensure equal opportunity for success regardless of student's age, gender, physical or other disability, culture, background language, socio-economic status or geographic location.

Assessment engages the learner

Effective and informative assessment practice is student centred. Ideally there is a cooperative interaction between teacher and students, and among the students themselves. The assessment processes to be used should be made explicit to students. Students should participate in the negotiation of learning tasks and actively monitor and reflect upon their achievements and progress.

Assessment values teacher judgement

Good assessment practice involves teachers making judgements, on the weight of assessment evidence, about student progress towards the achievement of outcomes. Teachers can be confident a student has achieved an outcome when the student has successfully demonstrated that outcome a number of times, and in varying contexts. The reliability of teacher judgement is enhanced when teachers cooperatively develop a shared understanding of what constitutes achievement of an outcome. This is developed through cooperative planning and discussing samples of student work and achievements within and sometimes between schools.

Assessment is time efficient and manageable

Effective and informative assessment practice is time efficient and supports teaching and learning by providing constructive feedback to the teacher and student that will guide further learning. At St John's School summative assessment periods are set aside at appropriate

times throughout the year. Additionally, each subject may schedule other tasks throughout the year. Academic reports are issued each term for all students.

Assessment recognises individual achievement and progress

Effective and informative assessment practice acknowledges that students are individuals who develop differently. All students must be given appropriate opportunities to demonstrate achievement and growth in learning. Effective and informative assessment practice is sensitive to the self-esteem and general well-being of students, providing honest and constructive feedback.

How Do We Assess Pupils at St John's School?

Layer 1: Formative on-going – ***Assessment for Learning***

Layer 2: Summative 3 times per year – ***Assessment of Learning***

Formative assessment is what we want the teachers to focus on mostly. Research shows that this has the greatest impact on learning. It involves the teacher identifying pupils' strengths and weaknesses and the adapting their teaching accordingly. Formative assessment might include:

- Quizzes
- Multi-choice questions
- Reading or observing pupils' work
- Breaking a complex task down and assessing each component
- Spelling and vocabulary tests
- Knowledge organisers
- Written plans
- Questioning

Summative assessment usually takes place three times per year and could be a written test, an assessed piece of writing or a practical activity. Curriculum areas will decide on the best form of assessment for their own subjects. Curriculum Leaders will also decide when this takes place each term to best capture progress in learning.

Key Stage 3:

How Do We Find the Starting Points for Pupils?

Pupils are not given a target grade in key stage 3 as we do not want to put any limits on their aspirations. We want to encourage a mindset where all pupils strive for excellence and a culture of 'I can't do it **yet**' rather than 'I can't do it'

We will use the achievement scores from Key stage 2 to assign each pupil a starting point. We will also use results from CATs tests to assist in the process. Teachers may carry out a baseline assessment in their subject in the autumn term of year 7. It is important to note that this is a starting point only. Whilst Key stage 2 tests will provide some useful information to start with we also recognise that the tests are only the results from a snapshot in time and sometimes don't accurately reflect a child's true potential. They are not a proxy for IQ. For this reason, we don't assign 'rigid' flight paths. We recognise that pupil progress is not linear and rarely follows predictable trajectories.

How are pupils assigned target bands?

Based on their start points, pupils will be placed in to one of three target bands for each subject. These target bands are not fixed and where a pupil is working consistently above their band, we will move them to the higher band. No student will be moved down.

Target Band	Expected GCSE Outcome
Higher	7 – 9
Intermediate	5 – 7
Foundation	3 – 5

The bands help us identify strengths and weaknesses of each pupil and plan accordingly. They are starting point from which to internally track progress. Internal assessment allows us to ensure they have gained the knowledge and skills necessary for GCSE outcomes. Pupils above their band will be moved to the next band. Consistently below means support plans put in place including meetings with teachers. We strive to create a culture in school where excellence is the norm; a school where working hard is celebrated by everybody. Occasionally students may be graded as 'Developing' which means they are working towards Foundation band.

Key Stage 4 & 5:

As is the case in Key Stage Three; students will be summatively assessed three times per year and a report issued to parents.

At Key Stage Four and Five we will issue a target grade for each subject (rather than a target band like Key Stage Three) The target grade is based on performance at Key Stage Two and the CATS data for Key Stage 4. Key Stage Five targets are generated through performance data from Key Stage Four and ALIS test results. Three times per year teachers will issue a current grade so that students and parents/carers can clearly see the current state of play and what needs to be done to make progress towards achieving the target. This is also reinforced by two parent / teacher meetings throughout the year. Students will also receive an effort score.

Reporting to Parents

Three times a year parents will receive a report on their child's progress in school. Parents will have the chance to discuss their child's progress at two parent/teacher afternoons throughout the school year.

The report will include:

- Target band for each subject.
- Current band for each subject.
- An effort grade for each subject (1 – 4)
- Where effort is judged to be below expectations, further details will be provided as to why this is the case e.g. homework, independent learning etc

How we will report effort grades to parents:

On all reports an effort grade will be given for each subject. The grades will range from 1 – 4. The grade descriptors can be found below. (see example of a report – table below)

The teacher may also indicate by ticking a box how pupils might improve that grade.

	Effort 1 – 4	Class Concerns		
		Behaviour	Effort in class	Homework
English	2	2	1	3
Maths	2	2	2	2
Science	2	2	2	2

Effort Grade Descriptors:

1.

- Demonstrates an outstanding work ethic and a passion to learn independently
- Enthusiastically embraces all opportunities for learning
- Is extremely well-organised and actively follows instructions
- Behaves exceptionally well
- Always completes homework on time and to a high standard
- Studies independently and seizes opportunities to improve.

2.

- Is hard working, conscientious and determined
- Makes positive contributions and acts upon advice
- Is consistently ready to learn and follows instructions
- Behaves consistently well
- Completes homework on time and to an expected standard
- Acts on opportunities to improve

3.

- Needs to work harder and focus more in lessons
- Does not always persevere and produces work that is inconsistent in quality
- Can be unprepared for learning and does not always follow instructions and /or sometimes behaves in a disruptive manner
- Completes homework but may have missed deadlines
- Sometimes produces work that lacks thought or care

4.

- Lacks focus and needs frequent monitoring
- Gives up too easily and produces work that lacks thought or care
- Shows little interest in improving standards
- Often arrives unprepared for lessons
- Is uncooperative and disrupts learning
- Rarely completes homework
- Produces work of a poor quality

Assessment cycles:

We collect student assessment data three times each year. All assessment data is generated through summative assessments that each subject will deliver once per term. It is the responsibility of the Curriculum Leaders to decide what the assessments look like. It may be a written examination or a practical activity or a combination of both.

Our assessment model is as follows:

