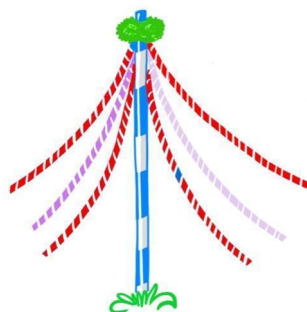


Maypole School



ASSESSMENT, RECORDING AND REPORTING POLICY 2026-2027

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CONTENTS

1. INTRODUCTION	3
2. AIMS	3
3. ASSESSMENT	3
4. RECORDING	4
5. REPORTING	4
6. PROCEDURES	4
• Baseline Assessment	
• Formative (ongoing) Assessment	
• Summative Assessment	
7. MONITORING AND EVALUATION	5

1. INTRODUCTION

Assessment is the process which provides information on the experiences and achievements of the individual pupil, identifies what the pupil knows, understands what they can do, and provides information to guide future learning.

Many of the pupils at Maypole School have previously had adverse experiences at school and are frequently more than two years behind age related expectations. Closing these gaps and supporting the pupils to achieve their full potential is a priority.

Maypole School's policy is based upon two distinct areas:

- to ensure that effective systems for assessment, recording and reporting are in place
- to ensure that assessment information is used to inform the next stage of curriculum planning.

2. AIMS

- To increase the rate of pupil progress and levels of pupil achievement by the use of formative and summative assessment
- To provide information with which to set individual improvement targets and judge the extent to which these targets have been met
- To support and inform the ongoing planning of our curriculum
- To assist in our evaluation of the effectiveness of our learning, teaching , marking and presentation policy
- To support the monitoring of pupil progress and achievement
- To provide a framework for consistent practice among staff in order to facilitate planning for progression for every pupil
- To meet statutory requirements relating to assessment and reporting
- To provide informative assessment information for pupils, parents, staff and other interested agencies
- To close any gaps that might exist between age related expectation and actual achievement

3. ASSESSMENT

We will use a range of assessment tools and approaches, appropriate to the task and to the individual needs of the pupil. We acknowledge that some assessment is undertaken by the teacher through daily observation and their knowledge and understanding of each individual pupil. Assessment and progress will be updated regularly and at least termly.

Assessments will be moderated and professional development for staff will be provided to ensure that common standards exist across the school. Our assessment procedures will be manageable and effective. The assessment process will provide staff with the opportunity to reflect on their own practice.

Assessments will be undertaken in all subjects across the curriculum and progress will be monitored in social and emotional development, progress in behaviour and attitudes, as well as the academic subjects.

4. RECORDING

- Records will be clear, effective and manageable
- Records will be based on evidence and demonstrate progression
- Records will be used to identify individual needs and inform planning
- Records will provide sufficient information to report on pupil's progress to parents
- Records will identify pupil's social, emotional and mental health development needs as well as learning needs.

5. REPORTING

- Written reports will be clear and understandable
- Reports will highlight pupils' strengths and successes
- Reports will communicate what a pupil has achieved and what they are expected to do next
- Reports will communicate improvements in attitudes to learning and behaviour
- Parents will receive feedback at the twice-yearly parent days, Annual Review meetings and at the end of the year in education reports.

Parents/carers can of course request feedback at other times during the year, and will be given general reports through the regular daily and weekly contact with the teaching staff.

6. PROCEDURES

Baseline Assessment

Upon entry to the school pupils will be assessed over the course of the first half term in all areas of curriculum that they are studying.

Formative (ongoing) Assessment

- Staff undertake individual assessments relating to the learning objectives set for each lesson or unit of work.
- Pupils, who are able to, undertake a self-assessment of their own progress (with support where appropriate) in terms of progress towards learning objectives and their attitude and behaviour. This happens through:
 - Pupils discussion and self-assessing with staff at the end of each lesson.
 - Weekly tutor sessions where pupils self-assess with their teachers in terms of their own individual targets. These relate to: attendance and punctuality, attitude and behaviour and learning.
 - On a termly basis the pupil with their teachers review their progress against their termly IEP targets (these are linked to their EHCP Outcomes).
 - A record of the outcomes of these sessions is made and new targets are set as and when appropriate.

Summative Assessment

- A summative assessment of pupil progress and achievements is completed at the end of each half term in each core curriculum area.

- A termly review and report of progress and achievements relating to IEP targets is completed at the end of each term.
- Parents/carers and pupils are invited to meet with school staff to discuss progress and attainment twice annually.
- A full education report is produced towards the end of the Summer term and sent home to parents/carers.
- Parents/carers may, if they wish, book an appointment to come into the school to discuss their child's progress at any time.
- Year 11 pupils are entered for GCSE, Functional Skills Level 1 & 2 qualifications, and entry level qualifications as appropriate.
- Year 11 course work is assessed by subject teachers and links will be made with other schools to moderate coursework assessments.
- Pupils in year 12 and above will also be entered for examinations and qualifications as appropriate.
- Pupils will sit Mock GCSE exams during the early part of the Spring term prior to their exams.

7. MONITORING AND EVALUATION

This policy is monitored and evaluated by the Executive Head Teacher by:

- Termly review of subject assessment records
- Attendance at a sample of Parent/carer meetings
- Attendance at weekly review sessions
- Lesson Observations & Learning Walks
- Discussion with pupils
- Moderation meetings
- Termly review of assessment data spreadsheets and monitoring and evaluation of individual pupil progress against baseline assessment data
- Monitoring of individual pupil progress