

Be Kind. Be Great. Be You.

Assessment and Reporting

1. Purpose

The purpose of this policy is to establish a clear, consistent, and rigorous approach to assessment and reporting across South View School (EYFS, Primary and Secondary). It ensures that assessment is purposeful, reliable, inclusive, and used to improve teaching and learning, track pupil progress, and communicate effectively with students, parents, staff, governors, and external stakeholders.

2. Scope

This policy applies to all staff, pupils, and parents across EYFS, Primary, and Secondary. It covers formative, summative, internal, and external assessments, and the associated reporting structures.

3. Related policies

Teaching and Learning Policy

Curriculum Policy

Inclusion Policy

4. Definitions

Formative Assessment: Ongoing daily assessment of learning to adapt teaching and support pupil progress.

Summative Assessment: End-of-unit, term, or year assessments to evaluate attainment against standards.

Internal Assessment: Teacher-set or school-set assessments, including moderated tasks.

External Benchmarking: Standardised tests (e.g. CAT4, GL, NGRT, PTE, PTM, PTS, PASS, TIMSS, PIRLS, PISA).

Assessment Flight Path: A personalised progress trajectory aligned to potential and curriculum standards.

ARE: Age-Related Expectations, as defined by EYFS and the English National Curriculum.

Assessment for Learning (AfL): A formative approach that actively involves pupils in understanding their learning goals, recognising success criteria, and reflecting on their progress. AfL is embedded in teaching, providing ongoing feedback, peer/self-assessment opportunities, and strategies for pupils to know *where they are, where they are going, and how they will get there*.

5. Policy statement

At SVS, assessment is integral to teaching and learning and is guided by the belief that:

- Every child can make progress and achieve.
- Assessment is meaningful when it promotes learning, not just measurement.
- Valid, reliable, and fair assessment provides clarity on “Where I am, Where I am going, and How I will get there.”
- Reporting ensures accountability, partnership with parents, and effective school improvement planning.

6. Procedure / Implementation guidelines

EYFS/Primary: Daily formative assessment, termly internal assessments and annual GL/CAT4 as per the Assessment Overview.

Secondary: Formative Assessment: Embedded in daily teaching through questioning, peer review, and feedback. Summative Assessment: Conducted during designated Assessment Weeks (Terms 1 and 3).

Moderation: Internal and cross-school moderation ensures consistency and accuracy of judgments.

Tracking: All data recorded on Learning Ladders (EYFS and Primary) iSAMS (Secondary), triangulated to inform Pupil Progress Meetings.

Reporting: Parents receive two reports with attainment, progress, and next steps. Student-Led and Parent-Teacher Conferences supplement written reporting.

7. Roles and Responsibilities

SLT: Ensure implementation, monitoring, and alignment with KHDA and DSIB frameworks.

MLLs/Subject Leaders: Lead moderation, analyse data trends, ensure intervention planning.

Teachers: Conduct assessments, record and analyse results, communicate progress to pupils and parents.

Inclusion Team: Ensure assessment is adapted for Students of Determination, ELL, and MAGT pupils.

Pupils: Engage in self- and peer-assessment, reflect on targets, and take ownership of learning.

8. Monitoring and Evaluation

Assessment outcomes are reviewed termly through Pupil Progress Meetings, departmental reviews, and SLT data analysis. Evaluation considers:

- Accuracy and consistency of assessment judgments.
- Impact of interventions on progress.
- Closing of attainment gaps (gender, ELL, SEND, MAGT).
- Compliance with DSIB/KHDA inspection expectations.

9. Inclusion

Assessment practices will be equitable and responsive to individual needs:

- IEPs and pupil profiles guide provision.
- Alternative assessment arrangements.
- ELL pupils assessed with consideration of language acquisition stages.
- Exceptional circumstances may require assessment on a different curriculum stage.

10. Transition and Awareness

- Assessment data follows pupils through year groups and phases.
- Handover meetings ensure smooth academic and pastoral transition.
- Secondary staff receive detailed profiles from Primary at Year 7 transition; Sixth Form receives Year 11 profiles.

11. Communication

Parents: Receive two reports annually; additional Parent Teacher Meetings and SVS shares/SLCs.

Pupils: Receive regular feedback and targets in class; encouraged to self-assess.

Governors/External Bodies: Provided with cohort-level summaries as part of school self-evaluation.

12. Review cycle

This policy will be reviewed annually by SLT and approved by Governors. Updates will reflect changes in DSIB, KHDA, UK standards, or school practice.

13. Appendices

Appendix A: [Primary Teaching and Learning Timeline](#)

Appendix B: [Primary Standardisation and Moderation Protocols](#)

Appendix C: [Teaching and Learning Timeline](#)

Appendix D: [Secondary Standardisation and Moderation Protocols](#)