



CLOUGHWOOD ACADEMY

Assessment (Planning, Recording and Reporting) Policy

Version and Date	Author	Committee Responsible	Review frequency	Approval	Next Review Due
1.0 09.09.25	Miss S Howarth	Executive Leadership Team	Annually	Exec Team Meeting 08.12.2025	08.12.2026

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1. Aims

The philosophy of the Cloughwood Academy assessment policy is rooted in the aims of the academy. In particular, the assessment policy has taken account of the need to:

- Educate all pupils, regardless of their ability and needs.
- Encourage all pupils to become individual learners and to set and respond to their own personal learning goals.
- Normalise pupil experiences so it reflects, as near as possible, mainstream education and re-engages pupils as learners.
- Produce pupils ready and resilient to play a full part in productive adulthood.

This policy relates to the following policies: Teaching and Learning Policy, Marking and Feedback Policy, Examinations Policies

2. Principles

The process of assessment should help pupils to learn more effectively. It should:

- Inform them about their individual progress.
- Enable strengths and targets to be identified.
- Indicate the next step in the learning process and help with target setting.
- Involve the pupil.
- Motivate through success.

The process of assessment should provide information for teachers. It should:

- Indicate strengths and weaknesses in the teaching / learning programme / schemes of work.
- Indicate strengths and weaknesses in the teaching style.
- Indicate the planning needs for further learning and differentiation.
- Provide a starting point for further training and professional development.
- Indicate which pupils need support through individual intervention, provide learning opportunities for pupils who are at the correct level and identify those pupils who would benefit from extension work.
- Support pupils who have additional needs by providing information that describes accurately the nature of each individual's needs and requirements.

The process of assessment should provide information for others. It should:

- Provide information for parents / carers.
- Provide information for colleagues in school.
- Provide information to assist transfer, further education, local authority, employers, review meetings, conferences and/or reports.
- Provide information for guidance and/or referral including to the continuum of need.

To cover these principles, the assessment policy is organised to include:

- Curriculum Planning
- Marking and Feedback

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- Recording (incl. assessment methodologies)
- Reporting
- Roles and Responsibilities
- Progress

3. Curriculum Planning

- As part of the planning process, each subject area should ensure that all statutory requirements for assessment are being met.
- Assessment opportunities should be clearly identified in the scheme of work. They should arise naturally from the teaching programme, and should help the teacher to ensure that curriculum objectives are being met.
- In Year 6 pupils, who are able, will be registered for the SATS which take place in May. Teachers of this age group should provide a range of opportunities for pupils to become familiar with the format of the SATS.
- There should be a range of assessment methods. Testing is one such method, but it should not be the only one used.
- It is important that all pupils have the same range of assessment opportunities irrespective of the teacher taking the class.
- Consistency of marking and assessment should be a central aspect of planning within subject areas. Please see also Marking and Feedback policy.
- All assessments should be judged against clear criteria such as Cloughwood Academy Assessment and Tracking Framework, SATS/Functional Skills/GCSE/BTEC and other awarding body criteria.
- Relevant internal and external verification processes for relevant awarding bodies, such as City & Guilds.
- Pupils should be involved as much as possible in their own assessment. They should be aware of how and when they are going to be assessed in advance.
- Individual assessment tasks should be planned carefully in advance.
- Assessment should inform future planning.

4. Marking

All teachers are expected to adhere to the Academy's Marking and Feedback Policy. This should be evident at all times, during learning walks, book scrutinies and lesson observations.

5. Recording

- Each teacher should keep a record of individual pupil attainment based upon specific criteria, and in line with statutory requirements. There are formally three data drops each academic year where staff will input data onto Solar. Our formative tracking framework is called Cloughwood Assessment and Tracking (CAAT).
- Teacher records will provide the basis for meaningful reports of attainment and progress to parents / carers.
- Records of pupil attainment should be accurate and up to date. They should influence lesson preparation and the planning of learning opportunities.
- The Deputy Head Teacher will have overall responsibility for ensuring data is scrutinised. Where appropriate, exemplar material should be available within subjects to provide evidence to support their data.
- Teacher records will help to decide levels of entry for external tests and examinations, and inform pupil groupings.

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- Records should monitor a pupil's progress.

6. Reporting

- Reports to parents should fulfil all statutory requirements.
- Annual reports should inform parents / carers of their child's attainment. We will use the CAAT framework.
- Annual reports should contain comments which identify current attainment, responses and, where appropriate, targets for future learning.
- Judgements should be based upon clear recorded evidence.
- Reports should be constructive and easy to understand by parents / carers and pupils.
- Pupils should be actively involved in the reporting process.
- The reporting process should seek to have a positive impact on pupils' attitudes, motivation, self-esteem, and learning.

7. Monitoring

Monitoring of the following key areas will take place regularly:

1. Lesson observations (formally, termly)
2. Pupil work scrutiny
3. Displays
4. Curriculum planning
5. Assessment

7.1 Lesson Observations

Cloughwood Academy uses lesson to evaluate the quality of teaching and learning. Monitoring the quality of teaching and learning will be undertaken in the form of:

- Quality Assurance lesson observations carried out by the Quality of education Team (QEd).
- Targeted Pupil Tracking carried out by QEd and SLT.
- Learning walks carried out by the QEd and SLT.
- Informal lesson observations are carried out regularly by SLT during their normal operational duties.
- Governor visits to familiarise themselves with the school or specifically with a curriculum area.
- Peer observations – through coaching triads.

Peer observations are carried out by staff who are coaching or working with colleagues. It forms part of a collegiate approach. It involves teachers learning from each other. It offers first-hand experience and direct evidence about what happens in other classrooms. It is a practical and powerful way to support teachers' practice and knowledge about teaching and learning.

7.2 Pupil Work Scrutiny

The Cloughwood pupil work scrutiny will take place each term by the QEd. The aim of the pupil work scrutiny is to ensure that:

- Staff adhere to the Cloughwood Academy marking and feedback policy.
- To ensure high standards of marking and presentation.

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- That marking is diagnostic, clear, meaningful and constructive.

7.3 Displays

Classroom displays enable us to openly celebrate pupil work. Their impact on giving pupils the 'feel good factor' cannot be underestimated. Displays need to be:

7.4 Teacher Planning

At Cloughwood Academy our daily lesson planning is to ensure effective day to day teaching where formative assessment can be seen to affect future learning.

It will show how specific objectives will be achieved by individuals and small groups within each lesson and how other curriculum areas will be developed. The specific needs of the individual, previous learning experiences, resources available and those needed will all be considered. Teachers are expected to provide a lesson plan for QA lessons and any agreed lesson observations that form part of their coaching plan.

1. Learning Objectives to be covered must be clearly specified along with corresponding, differentiated success criteria.
2. Small step targets must be identified for each pupil.
3. Key skills which will be developed must be clearly specified.
4. An outline of the lesson should be included.
5. Differentiation will be clearly indicated and should be provided in a variety of ways such as:
 - learning objectives
 - support
 - resources
 - questions
6. Reference to one or more methods of assessment to be used as part of the lesson, for example:
 - focused questioning of individuals or groups
 - observation of individuals or groups working
 - peer and self-assessment
 - specific assessment task
 - marking of work

7.5 Assessment

Data will be scrutinised termly by SLT to ensure that assessment in each curriculum area is being carried out in accordance with the school policy. Where relevant SLT may request to see planning, exercise books, examples of work in order to moderate the data.

8. Roles and Responsibilities

Teachers:

- Have a responsibility to monitor their own marking, feedback, recording and assessment on a weekly basis.
- Have a responsibility to regularly mark and assess pupil work according to this policy, the Teaching & Learning policy.
- Contribute to the consistency of marking, recording and assessment within the subject area.
- Work effectively with Teaching Assistants.

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- Use PPA time effectively to plan for the needs of individual pupils. Teachers to use this time to actively assess pupils.

Subject Leaders:

- Have a written subject policy based on the guidelines provided here.
- Take responsibility for the implementation of that policy.
- Support non-specialist teachers to assess accurately and confidently.
- Ensure pupils are entered for relevant exams and at relevant levels.
- Analyse assessment results in order to evaluate effectiveness of teaching and learning.
- Ensure data is submitted by deadline on AR&R calendar.
- Participate in cluster meetings and moderation where relevant.
- Refer to FFT for target grades for pupils with key stage two data.
- Ensure baselining of all pupils new to Cloughwood Academy.
- Check regularly that the assessment policy is being followed
- Arrange, set agenda, minute and lead relevant departmental meetings.
- Report to all stakeholders in the school including governors.
- Recommend CPD and training requirements and manage the appropriate budget.

Teaching Assistants:

- Support the Marking and Feedback policy.
- Be able to locate and record levels of attainment and be able to talk to pupils about their learning.

Exams Officer:

- Work with SLT to ensure exam entries are timely and appropriate to the individual pupil.
- Ensure pupils are entered for relevant exams and at relevant levels.
- Liaise with and respond to exam boards and conditions set out in exam board procedures and requirements.
- Work with SENCO who will co-ordinate evidence, such as 'normal way of working' for access arrangements.
- Work with SLT to ensure CAAT is up to date and maintained.

SLT:

- Quality assure the data.
- Evaluate performance within the Academy.
- Enforce any actions to be taken.
- Ensure new pupils have details of current levels.
- Meet with subject leaders termly and interrogate data.
- Effective assessment requires careful management at all levels.

9. Progress

In the Social, Emotional and Mental Health context and after consideration of the above in terms of attainment at Cloughwood, it is our assessment that, given typical

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starting points for our pupils, one CA level of progress (CAAT) in the year represents aspirational progress more than this is outstanding progress (complex needs groups are required to 80% of level).