



**ASSESSMENT, RECORDING AND REPORTING
POLICY
2026 - 2027**

Assessment, Recording and Reporting Policy

Ownership & Consultation	
Document sponsors (role)	CEO / Director of Education/Director of EYFS
Document authors (name)	Melissa McBride David McCarthy Vanessa Temple - (From Sept 2022 Version). Holly McKenna (From Sept 2023) Gary Webster (from Aug 2025)

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Assessment, Recording and Reporting Policy

1 Introduction

1.1 The purpose of this policy is to support the implementation of high quality and informative assessment arrangements. We see assessment as part of our core business in order to ensure that all children make the best progress possible and attain high standards. Effective assessment practice is part of a whole school pedagogy informed by the effective implementation of:



Delivered within the context of
the school's agreed aims

2 Purpose

2.1 The purpose of this policy is to outline the rationale and approach to assessment, recording and reporting in our school. This policy has four parts:

- Assessment
- Recording assessment information
- Reporting to parents
- Evaluation

2.2 This policy applies to all pupils from Reception to Year 13 (Ages 4 to 18).

2.3 This policy is compliant with the following regulatory requirements, as outlined in the Online Education Accreditation Scheme and Independent School Standards:

- Teachers systematically assess pupils and make use of assessment to plan and modify provision for them.

As stated in Paragraph 3:

The standard in this paragraph is met if the proprietor ensures that the teaching at the school:

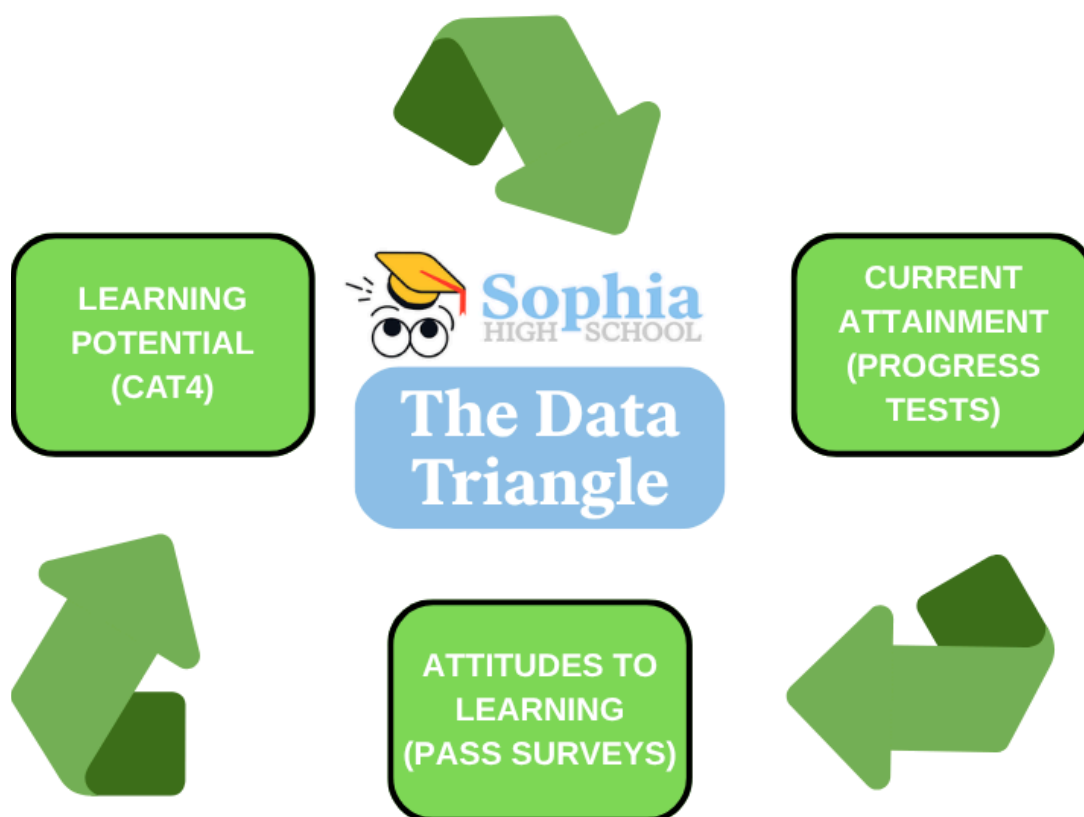
(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;

As stated in Paragraph 4:

The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

2.4 Types of Assessment

2.4.1 Assessment at SHS is informed by 'The Data Triangle'. A range of data is collected during the course of the year which helps to develop a comprehensive 360-degree picture of each pupils' potential, current attainment and attitudes to learning. Based on the data we gather for each pupil, we can identify which pupils need additional support and establish what types of support they need. We can then intervene as soon as these needs are identified.



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2.4.2 We assess in different ways and with different purposes during the academic year. We use three forms of assessment:

Formative assessment	In-school summative assessment	Standardised summative assessment
Used by teachers to evaluate pupils' knowledge, skills and understanding on a day-to-day and lesson by lesson basis and to tailor teaching accordingly. <i>This includes: quick recap questions, scrutiny of pupils' work, providing feedback and pupils' responding, observational assessment, quizzes.</i> <i>Staff complete the checklists on Athena to show solid learning and track curriculum coverage and evidence of knowledge.</i>	If needed - Used by teachers to evaluate how much a pupil has learned at the end of a teaching unit and should include, where relevant, internal standardisation.	Externally set, marked and standardised. Also validated by an external body. <i>This includes:</i> <i>GL assessments (PTE ,PTM and PTS) are taken by all students in Yr 2-10 at the end of the academic year or as baselines at the beginning of the year for new starters. Results will then be compared from the previous year's results, so as to track progress and achievement.</i> <i>GL CAT4 assessments are used once in years 2, 4, 6, 7, 9, 10 and 12 to measure potential progress.</i> <i>Autumn Maths Baseline Y2+ Phonics screening in Year 1</i> <i>Baseline and handwriting termly in KS1. Dyslexia Screens are used for children who show cause for concern.</i> <i>GL PASS (Pupils' Attitudes to Self and School) surveys will be carried out for all pupils from Year 2 upwards at the start of the year to establish their attitudes to learning and their self-regard as learners. This information will be used to monitor pupils' wellbeing. Pupils leaving the school will also be tested on exit.</i>

2.4.3 All summative assessment should be used formatively. Teachers should routinely analyse summative assessment and identify the next steps for subjects and specific pupils.

3 Principles of Assessment

3.1 The primary principle of assessment is that it should be fit for the purpose intended. Assessment is an integral part of teaching and lies at the heart of promoting pupils' learning. Assessment should provide information which is clear, reliable and free from bias. Assessment should be used to move learning forward. The guiding principles below are used to help ensure that we maximise the impact of our assessment.

4 Principles of Formative Assessment

4.1 Formative assessment should:

- Be authentic and allow children to show what they know;
- Give 'of the moment' information about pupils' knowledge and understanding of a topic, skill or concept;
- Be interactive and lead to dialogue;
- Help pupils understand what they have done well and what they need to do to improve;
- Be inclusive of all abilities;
- Support immediate planning to improve progress and attainment; and
- Support home learning and home-school partnership.

5 Principles of in-school and Standardised Summative Assessment

5.1 These forms of assessment should be used:

- Formatively by teachers to plan for the next steps, target set and precision teach;
- To triangulate wider assessment judgement;
- To evidence progress over time;
- To compare cohorts and groups of pupils;
- To assess against agreed benchmark standards; and
- As a basis for reporting.

6 Mastery and Depth

6.1 The current version of the National Curriculum is predicated on a different assumption than in previous versions where there was an expectation of 'acceleration', i.e. moving children on through levels and sublevels regardless of the security of their learning. Now, we are looking for depth and mastery in learning. This does not exclude acceleration but 'moving on' should never be at the expense of depth and mastery. We approach the curriculum with phases of learning front of mind

6.2 A mastery approach to learning is at the heart of the National Curriculum and also part of great pedagogy. This means that teachers need to think, plan and teach differently. Teachers need to consider how to ensure that their pupils have opportunities to develop depth and mastery in their learning before considering acceleration. By promoting depth, learning is more likely to become secure and embedded.

6.3 With conversations with our teachers, Sophia High School sets out the minimum expectations of progress in the National Curriculum. Our staff understand that having these expectations means that these conversations are designed to identify the minimum expectations and should not be used to put a ceiling on our pupils' achievement and attainment.

6.4 The minimum expectations are those for the end of each Key Stage. The minimum expectation is that 100% of our students will have reached the '**developing/met**' stage in all subjects across the curriculum and the end of their cycle of review. In Primary this is a 2 year program. In Secondary this is a 2 Year Program at KS3 and 3 Year Program at KS4. We have these aspirations, as we believe no child should enter the different key stages lacking skills needed to access the curriculum for that key stage. Our school may, therefore, decide to move the content from year to year to meet the needs of different groups of pupils or a change of context for the school. It is anticipated that, if we want to be seen as an outstanding school, we should constantly aim to exceed these minimum expectations.

6.5 In relation to mastery in learning, we look for the following characteristics from the students:

- I know how to do it
- It becomes automatic and I don't need to think about it- for example driving a car
- I'm really good at doing it – painting a room, or a picture
- I can show someone else how to do it.
- I have the ability to build on something that has already been sufficiently mastered
- I have the ability to reason about a concept and make connection
- At times, pupils exceed well beyond Age Related Expectations. In these instances, teachers will look to the next year's expectations as outlined in the National Curriculum.

Early Years expectations are that children will reach the Early Learning Goals before or at the end of the Reception Year, when they turn 5 years old. The EYFS statutory Framework is not a curriculum, and so SHS has a content/concept/skills guide and developmental sequence for the Learning Areas to assist in understanding early childhood development and also allow for progress to be shown along the developmental continuum.

Children should reach a Good Level of Development (GLD) which our grading system indicates as Succeeding.

Learning is recorded on Athena and ongoing observations for formative assessments recorded in the central tracking folder inform the grade levels on the Report Card.

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7 In-school and Standardised Summative Assessment

7.1 Our key summative assessment points over the year, whether in-school or standardised, are identified in the following assessment planner so that all staff and pupils can see and prepare for them.

Year Group	Assessment	When	How is the data used?
R	Baseline	Start and end of year	To indicate the starting point of a child's learning and inform teachers of areas of focus, support and extension for English, Phonics, Reading and Mathematics. End of year data indicates growth over the R year. Determine where they are compared to the national average.
R	Nelson Handwriting	Start and end of year	To indicate the level of fine motor development. Pencil control is needed to form letters correctly and to write with control and fluidity.
Yr2	GL PTM	End of each academic year for current students for annual progress review.	Determine where they are compared to the national average. Determine the next steps on how to improve in Mathematics, as it highlights the topics in each subject that the students might be struggling with.
Yr2	GL PTE	End of each academic year for current students for annual progress review.	Determine where they are compared to the national average. Determine the next steps on how to improve in English, as it highlights the topics in each subject that the students might be struggling with.
Y2	GL PTS	N/A	N/A
Yr3	GL PTM	End of each academic year for current students for annual progress review. Students starting mid-year to sit assessments as soon as possible after joining to establish a baseline	Determine where they are compared to the national average. Determine the next steps on how to improve in Mathematics, as it highlights the topics in each subject that the students might be struggling with
Yr4	GL PTM	End of each academic year for current students for annual progress review. Students starting mid-year to sit assessments as soon as possible after joining to establish a baseline	Determine where they are compared to the national average. Determine the next steps on how to improve in Mathematics, as it highlights the topics in each subject that the students might be struggling with
Yr5	GL PTM	End of each academic year for current students for annual progress review. Students starting mid-year to sit assessments as soon as possible after joining to establish a baseline	Determine where they are compared to the national average. Determine the next steps on how to improve in Mathematics, as it highlights the topics in each subject that the students might be struggling with.
Yr6	GL PTM	End of each academic year for current students for annual progress review. Students starting mid-year to sit assessments as soon as possible after joining to establish a baseline	Determine where they are compared to the national average. Determine the next steps on how to improve in Mathematics, as it highlights the topics in each subject that the students might be struggling with.
Yr7	GL PTM	End of each academic year for current students for annual progress review. Students starting mid-year to	Determine where they are compared to the national average. Determine the next steps on how to improve in Mathematics, as it highlights the topics in each subject that the students

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		sit assessments as soon as possible after joining to establish a baseline	might be struggling with.
Yr8	GL PTM	End of each academic year for current students for annual progress review. Students starting mid-year to sit assessments as soon as possible after joining to establish a baseline	Determine where they are compared to the national average. Determine the next steps on how to improve in Mathematics, as it highlights the topics in each subject that the students might be struggling with.
Yr9	GL PTM	End of each academic year for current students for annual progress review. Students starting mid-year to sit assessments as soon as possible after joining to establish a baseline	Determine where they are compared to the national average. Determine the next steps on how to improve in Mathematics, as it highlights the topics in each subject that the students might be struggling with.
Yr10	GL PTM	End of each academic year for current students for annual progress review. Students starting mid-year to sit assessments as soon as possible after joining to establish a baseline	Determine where they are compared to the national average. Determine the next steps on how to improve in Mathematics, as it highlights the topics in each subject that the students might be struggling with.
Yr2	GL PTE	End of each academic year for current students for annual progress review. Students starting mid-year to sit assessments as soon as possible after joining to establish a baseline	Determine where they are compared to the national average. Determine the next steps on how to improve in English, as it highlights the topics in each subject that the students might be struggling with.
Yr3	GL PTE	End of each academic year for current students for annual progress review. Students starting mid-year to sit assessments as soon as possible after joining to establish a baseline	Determine where they are compared to the national average. Determine the next steps on how to improve in English, as it highlights the topics in each subject that the students might be struggling with.
Yr4	GL PTE	End of each academic year for current students for annual progress review. Students starting mid-year to sit assessments as soon as possible after joining to establish a baseline	Determine where they are compared to the national average. Determine the next steps on how to improve in English, as it highlights the topics in each subject that the students might be struggling with.
Yr5	GL PTE	End of each academic year for current students for annual progress review. Students starting mid-year to sit assessments as soon as possible after joining to establish a baseline	Determine where they are compared to the national average. Determine the next steps on how to improve in English, as it highlights the topics in each subject that the students might be struggling with.
Yr6	GL PTE	End of each academic year for current students for annual progress review. Students starting mid-year to sit assessments as soon as possible after joining to establish a baseline	Determine where they are compared to the national average. Determine the next steps on how to improve in English, as it highlights the topics in each subject that the students might be struggling with.
Yr7	GL PTE	End of each academic year for current students for annual progress review. Students starting mid-year to sit assessments as soon as possible after joining to establish a baseline	Determine where they are compared to the national average. Determine the next steps on how to improve in English, as it highlights the topics in each subject that the students might be struggling with.
Yr 8	GL PTE	End of each academic year for current students for annual progress review. Students starting mid-year to sit assessments as soon as possible after joining to establish a baseline	Determine where they are compared to the national average. Determine the next steps on how to improve in English, as it highlights the topics in each subject that the students might be struggling with.

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Yr9	GL PTE	End of each academic year for current students for annual progress review. Students starting mid-year to sit assessments as soon as possible after joining to establish a baseline	Determine where they are compared to the national average. Determine the next steps on how to improve in each topic in English, as it highlights the topics in each subject that the students might be struggling with
Yr10	GL PTE	End of each academic year for current students for annual progress review. Students starting mid-year to sit assessments as soon as possible after joining to establish a baseline	Determine where they are compared to the national average. Determine the next steps on how to improve in each topic in English, as it highlights the topics in each subject that the students might be struggling with
Yr2	GL PTS	N/A	N/A
Yr3	GL PTS	End of each academic year for current students for annual progress review. Students starting mid-year to sit assessments as soon as possible after joining to establish a baseline	Determine where they are compared to the national average. Determine the next steps on how to improve in Science, as it highlights the topics in each subject that the students might be struggling with.
Yr4	GL PTS	End of each academic year for current students for annual progress review. Students starting mid-year to sit assessments as soon as possible after joining to establish a baseline	Determine where they are compared to the national average. Determine the next steps on how to improve in Science, as it highlights the topics in each subject that the students might be struggling with.
Yr5	GL PTS	End of each academic year for current students for annual progress review. Students starting mid-year to sit assessments as soon as possible after joining to establish a baseline	Determine where they are compared to the national average. Determine the next steps on how to improve in Science, as it highlights the topics in each subject that the students might be struggling with.
Yr6	GL PTS	End of each academic year for current students for annual progress review. Students starting mid-year to sit assessments as soon as possible after joining to establish a baseline	Determine where they are compared to the national average. Determine the next steps on how to improve in Science, as it highlights the topics in each subject that the students might be struggling with.
Yr7	GL PTS	There is no end of Year 7 test available but the 11T test can be repeated to compare the start and the end of the academic year	Determine where they are compared to the national average. Determine the next steps on how to improve in Science, as it highlights the topics in each subject that the students might be struggling with.
Yr 8	GL PTS	End of each academic year for current students for annual progress review. Students starting mid-year to sit assessments as soon as possible after joining to establish a baseline	Determine where they are compared to the national average. Determine the next steps on how to improve in Science, as it highlights the topics in each subject that the students might be struggling with.
Yr9	GL PTS	End of each academic year for current students for annual progress review. Students starting mid-year to sit assessments as soon as possible after joining to establish a baseline	Determine where they are compared to the national average. Determine the next steps on how to improve in each topic in science, as it highlights the topics in each subject that the students might be struggling with
Yr10	GL PTS	End of each academic year for current students for annual progress review. Students starting mid-year to sit assessments as soon as possible after joining to establish a baseline	Determine where they are compared to the national average. Determine the next steps on how to improve in each topic in science, as it highlights the topics in each subject that the students might be struggling with

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Yr 2-10	GL CAT4	CAT4 tests are carried out in Term 1 for all pupils in years 2, 4, 6, 7, 9, 10 and 12. Pupils who join after the CAT4 tests have been carried out will take a CAT4 test prior to them starting school or as soon as possible after they have started	Forms the basis for discussion about how best an individual can learn and reach his or her potential in school. Students are also compared to the national average.
Y2	GL PASS Survey	Students will complete the PASS towards the end of the first half-term. Any pupils who leave in Terms 2 or 3 will be tested prior to leaving.	Identify any wellbeing issues and plan appropriate interventions.
Y3	GL PASS Survey	Students will complete the PASS towards the end of the first half-term. Any pupils who leave in Terms 2 or 3 will be tested prior to leaving.	Identify any wellbeing issues and plan appropriate interventions.
Y4	GL PASS Survey	Students will complete the PASS towards the end of the first half-term. Any pupils who leave in Terms 2 or 3 will be tested prior to leaving.	Identify any wellbeing issues and plan appropriate interventions.
Y5	GL PASS Survey	Students will complete the PASS towards the end of the first half-term. Any pupils who leave in Terms 2 or 3 will be tested prior to leaving.	Identify any wellbeing issues and plan appropriate interventions.
Y6	GL PASS Survey	Students will complete the PASS towards the end of the first half-term. Any pupils who leave in Terms 2 or 3 will be tested prior to leaving.	Identify any wellbeing issues and plan appropriate interventions.
Y7	GL PASS Survey	Students will complete the PASS towards the end of the first half-term. Any pupils who leave in Terms 2 or 3 will be tested prior to leaving.	Identify any wellbeing issues and plan appropriate interventions.
Y8	GL PASS Survey	Students will complete the PASS towards the end of the first half-term. Any pupils who leave in Terms 2 or 3 will be tested prior to leaving.	Identify any wellbeing issues and plan appropriate interventions.
Y9	GL PASS Survey	Students will complete the PASS towards the end of the first half-term. Any pupils who leave in Terms 2 or 3 will be tested prior to leaving.	Identify any wellbeing issues and plan appropriate interventions.
Y10	GL PASS Survey	Students will complete the PASS towards the end of the first half-term. Any pupils who leave in Terms 2 or 3 will be tested prior to leaving.	Identify any wellbeing issues and plan appropriate interventions.

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Y11	GL PASS Survey	Students will complete the PASS towards the end of the first half-term. Any pupils who leave in Terms 2 or 3 will be tested prior to leaving.	Identify any wellbeing issues and plan appropriate interventions.
Y12	GL PASS Survey	Students will complete the PASS towards the end of the first half-term. Any pupils who leave in Terms 2 or 3 will be tested prior to leaving.	Identify any wellbeing issues and plan appropriate interventions.
Y13	GL PASS Survey	Students will complete the PASS towards the end of the first half-term. Any pupils who leave in Terms 2 or 3 will be tested prior to leaving.	Identify any wellbeing issues and plan appropriate interventions.

- Baseline is only for new students joining Sophia High

8 Integrity of Assessment Information

8.1 In order for our assessment processes to be robust and valid, we ensure that all staff are competent in the use of assessment. We do this by:

- Using clear assessment criteria;
- Assigning time to support the training of staff in what constitutes robust assessment;
- Assigning time for the moderation of assessment judgement; and
- Triangulating judgements from a range of assessments, including from learning walks and pupil work
- Using published end of topic maths and science tests from White Rose Education

8.2 A key strategy for ensuring that assessment judgements are valid and reliable is the use of in-school moderation. Moderation is used to ensure that the judgement of all relevant staff about the quality of a piece of work or an assessment piece is the same. We also use exemplar samples of moderation from the DfE and Literacy Tree to broaden our understanding of the nationally accepted standards and ensure our pupils are performing at an expected level.

8.3. In the PBL and Enrichment programmes, all subjects, except English, Mathematics and languages are assessed on an ongoing basis by formative assessments. Objectives are tracked as met or not met provided at least three points of evidence have been identified by the teacher.

As skills are developmental and involve a progression through the learning stages, none of these learning stages should be considered time-sensitive. For example, a child can be at the beginning stage after practising a skill over the course of six months. Another child can be at the Mastering stage and still make some mistakes and have room for improvement. It is also likely that some children will revert to a 'lower' stage over the course of a milepost, as we all do with skills practise.

9 Inclusion

9.1 Our school has high expectations of every pupil, including those with ALN and/or disability. Pupils with ALN are assessed appropriately according to their need. Adaptations will be made where this enables a more valid and robust assessment outcome. Pupils with ALN are expected to make the same rate of progress as other pupils.

AP students, who have identified needs, are admitted according to a personal schedule, and their lessons will match their needs according to GL data, school records, and EHCP mandate (if applicable).

9.2 Supervision of Breakout Rooms and Collaborative Online Learning

Breakout rooms are an integral part of the school's delivery model, enabling paired and small-group collaborative work in line with the pedagogy of the Online Learning Policy. The school's approach to safeguarding within breakout rooms follows the principles of Keeping Children Safe in Education: supervision that is reasonable, proportionate and appropriate to the setting, rather than continuous surveillance of every pupil interaction — the same standard that applies to group work, corridors and shared spaces in a physical school.

The following controls apply whenever breakout rooms are in use: ·

- The class teacher retains host control of the whole session at all times, remains present in the lesson throughout, and moves between breakout rooms on an unannounced basis, as a teacher would circulate between groups in a physical classroom.
- The class teacher retains the ability to recall all students immediately to the main classroom where this is necessary for safeguarding, behaviour management or teaching purposes.
- Where safeguarding, behaviour or welfare concerns arise, staff may close breakout rooms immediately, return students to the main classroom and take any further action necessary in accordance with the school's Safeguarding and Child Protection Policy and Behaviour Policy.

Breakout groups are kept deliberately small, consistent with the school's small-group model.

Every pupil retains an immediate exit at all times: any pupil may leave a breakout room and return to the main room, or leave the lesson entirely, at any moment. Pupils learn from home, with a parent or carer contactable as set out in the Online Learning Policy.

All pupils are taught, and sign an age-appropriate Digital Safety Agreement committing to, the expectation that they report immediately to an adult anything that makes them uncomfortable, in a breakout room or anywhere else online. The school's behaviour and anti-bullying expectations apply in breakout rooms exactly as they do in the main classroom and in a physical school.

Concerns raised about conduct in breakout rooms — by a pupil, parent or member of staff — are followed up promptly under the school's Safeguarding and Child Protection Policy and Behaviour Policy, and grouping arrangements may be adjusted while any concern is looked into.

Structured weekly parent contact provides a regular, reliable route through which concerns about peer interactions are surfaced and acted upon.

The school keeps its arrangements for breakout rooms and collaborative learning under continuous review as part of its safeguarding risk assessment, annual policy review cycle and in response to emerging safeguarding risks, technological developments and updates to statutory guidance.

10 Recording Assessment

10.1 It is essential that we have a coherent and understood system for recording assessment outcomes. Within our school we record data using Athena. This enables evidence to be tracked and recorded and provides a deep dive view on student assessment over time, in line with the curriculum development pathways and objectives delivered.

11 Reporting to Parents

11.1 We value our partnership with parents and reports are one way of ensuring that parents have clear information about both pastoral and academic matters in relation to their child.

11.2 Reports to parents do not replace our regular dialogue with them. Any parent with a query or concern is always invited to contact the school via phone or email. They can contact any member of staff/form teacher, as well as the SLT if the problem is more serious.

11.3 Throughout the academic year we report to our parents in the following ways:

A half-annual report will be sent home in February outlining the progress and attainment the students have made in English, Mathematics, Science and in the PBL programme covering all other National Curriculum subjects. These are based on teachers' formative assessments and more formal in-class assessment, including cold writes in English and White Rose Maths, White Rose Science in Primary, end of topic unit tests, PTM (Mathematics) and PTE (English). Judgements are based on overall evidence and teachers indicate on reports if children are below, meeting or exceeding age related expectations.

An Annual Report will be sent home at the end of Term 2 (for Years 11-13) and at the end of the Academic Year (for all other groups), outlining the progress and attainment the students have made in English, Mathematics, Science (senior school) French and in the PBL programme. These are based on teachers' formative assessment as outlined above.

Form Tutors hold weekly (primary) and bi-weekly (secondary) 1-1 parent-teacher conferences to discuss student learning and progress on an ongoing basis. This ensures there is no time lapse or lag in feedback back and feeding forward with parents on assessment of learning and pastoral matters.

Following the GL Progress Tests, reports are sent to parents showing overall SAS scores and more detailed feedback of each assessment strand. This provides parents with some recommendations of where their child has strengths and where there are areas they can support their child to improve.

Communication with the parents is on a weekly or bi-weekly basis in 1-1 meetings with the Form Tutor and daily communication via Google Classroom. Here, parents can discuss with the teachers what their children have been doing, whether they are struggling with any particular concept, pastoral issues, the progress they are making, next steps etc.

12 Evaluation

12.1 This policy complies with the Online Education Provider Inspection Framework and Independent School Standards Regulations. As is expected of us, we publish particulars of the school's academic performance during the preceding school year, including the results of any public

examinations.

12.2 The school reviews the attainment and achievement of pupils through the Achievement Narrative. This document is reviewed regularly and ensures oversight of achievement trends within the school between agreed start and end points. Notable groups are monitored and tracked within this document.

13 Responsibility

13.1 The person with responsibility for the overview and yearly evaluation of this policy is the Chief Academic Officer, Leadership team and Board of Education Team. However, all staff are responsible for ensuring this policy is implemented and acted on.

13.2 When evaluating the use and impact of this policy, the Executive Principal and Senior Leadership Team, during strategic reviews, will evaluate the extent to which:

- Assessment information is gathered and used to inform teaching and learning, including ensuring that pupils falling behind or those with ALN and/or disabilities are supported in their learning; and
- Assessment information is shared with parents to help them support their children.

13.3 When evaluating the accuracy and impact of assessment, our school the Education Team will evaluate the extent to which:

- Teachers use assessment for establishing pupils' starting points;
- Teachers use assessment to modify teaching so that pupils can achieve their potential by the end of year or key stage;
- Assessment draws on a range of evidence of what pupils know, understand and can do across the school's curriculum;
- Teachers make consistent judgements about pupils' progress and attainment, for example within a subject, across a year group and between year groups; and
- The use of assessment is leading to the improved progress of all pupils.

14 Athena Evidence Guidance

Athena Digital Education Platform evidence is mainly used for summative assessment of objectives being met in core curriculum areas, as well as informing planning and tracking curriculum coverage across key stages. Evidence gathered on Athena may not necessarily be seen by children and therefore any recorded feedback is purely to support teachers in their assessment. When uploading evidence to Athena, and to replace the need for written marking, staff are expected to:

- Add a dated note to the upload to summarise the key assessment points. This is particularly necessary for extended pieces of work (such as writing) where multiple targets may have been achieved to different degrees.

- Ensure the type of evidence uploaded is pertinent to the target. Evidence can be in the form of photographs, audio recordings, video recordings, notes or uploaded files (such as teaching resources to show evidence of a target being 'Taught').
- Upload work that shows where children have not achieved targets but may show significant learning working towards a target. This is particularly important for children working on Foundation and Emerging grades in order to ensure that incremental progress can be shown. Athena will automatically notify staff when three pieces of evidence have been provided for any one objective and trigger a 'Met' option.
- Athena allows for teachers to upload multiple pieces of evidence to track that objectives and evidence of learning is secure. Digital Notebooks are integrated into our Athena Dashboard which enables teachers to mark, feedback and assess student learning inside of one tracking and reporting tool and provide students with feedback in real time.
- Moderation is held throughout the academic year to benchmark student progress. Evidence is used to benchmark student learning with a date reference and written note explaining the purpose of the work and summary of marking comments in alignment with the marking criteria.
- Ensure that children have regular (at least termly) access to their targets so that they know their next steps in learning. This may be done verbally in lower year groups or through 'Pupil Assessment Summary' printouts for older children. Parents are also informed of targets through weekly parent meetings, GL Assessment reports, half termly written reports and end of year annual reports. The targets also appear in the students Digital Notebooks termly.

15 EYFS Assessment Overview

The Early Learning Goals (ELG's) are not a curriculum and should not be used as such. They are a set of targets that we expect children to reach by the end of the Reception Year (5 years).

SHS has a set of structured learning sequences that show development (both linear and cyclic) for all the Prime and Subject areas of the EYFS. The targets identified in the Learning Sequences inform teachers and pupils where they are on the learning continuum, moving towards reaching the ELG, and also where their learning should be further supported and developed.

Teacher observations and judgements related to progress should:

- Use knowledge of the child
- Use summative assessments
- Be Informed by a range of perspectives

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- Be inclusive
- Be underpinned by a broad curriculum and effective pedagogy

The records of Learning Sequences on Athena are to be recorded on a YES/NO basis by teachers, removing any ambiguity of skill level and competency. Record keeping will be regular and targets identified as working towards the ELG's will meet the criteria for being achieved when: Child observed to have completed independently and with confidence on a number of occasions.

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the Prime Areas of Learning and the Specific Areas of Mathematics and Literacy. This helps teachers and parents to understand broadly what a child can do in relation to national expectations. At Sophia High School our grading descriptors leading towards the EYFS Profile are indicated on our Report Cards as:

- Not observed
- Beginning
- Developing
- Secure (GLD)
- Exceeding

Information from Baseline and the Nelson Handwriting Assessment at the beginning and the end of the year shows progress in relation to the national average (UK) and is also reported to parents.

16 KS1-2 / KS3-4 Assessment Overview

We use the National Curriculum statements to track whether children have met their targets for their particular year. Students will have either UNASSESSED, MET or NOT MET the subject objectives across the key stages. If the students were not at school or the target has not been taught yet, this may be recorded as UNASSESSED. Unassessed targets do not count towards individual assessments which enables us to keep a robust system in place for students who join us throughout the academic year, given our nature as an online school. We use the ATHENA system to reference and store work evidence that directly links to all of the targets.

Athena allows us to track curriculum coverage and attainment for individual pupils, significant groups, classes and year groups. These Athena judgments then feed into the reports the parents receive.

These reports follow the National Curriculum objectives and Pearson IGCSE exam specifications at Y10 and Y11, and the A Level specifications at Y12 and Y13.

At Sophia High, students progress through the curriculum over a two-year phase in core subjects like English, Maths, and Science. This provides additional time to deeply master objectives before moving to the next level. As a result, certain topics and objectives will be covered across different terms each year. Students work toward meeting all objectives by the end of the two-year phase.

Our termly assessments focus on objectives recently taught, while year-end assessments evaluate mastery of all objectives in a subject over the key stage. Please refer to teacher comments for insights on topics and skills covered so far this term. Ongoing assessment over the two-year cycle enables comprehensive learning with time to reteach concepts as needed before students advance.

For students in the Senior School from Year 7 upwards, the National Curriculum key stage 3 programmes of study for English, Maths and Science, follow a 3-year programme spanning Year 7 through to Year 9; E.g. This means if you are a student in Year 7, for example, you have three years to complete all the objectives across the English, Mathematics and Science curriculum. This means that most of the objectives will not have been covered by the end of Year 7. However, by the end of Year 9 all the key objectives would have been covered. Senior School students in Year 10 and Year 11 follow the UK National Curriculum for Key Stage 4, following the Pearson IGCSE Examination Specifications. They have two years to complete the KS4 GCSE objectives.

Our reports help parents to understand how children are progressing against the objectives outlined in the National Curriculum programme of study, by highlighting teacher assessments and judgements made against the key performance indicators for each subject this term.

Assessment, Recording and Reporting Policy

Key to understanding Parent report judgements:

This is based on Student Attainment

Based on the UK National Curriculum Age Related Expectations

Cause of Concern	Below Expected	Expected	Above Expected	Mastery
The student is working well below the expectations, both in their level of knowledge and understanding in the subject, in terms of age-related expectations and is a cause for concern. To support ongoing learning and ensure progress is made, the student will have interventions put in place for them, as they work towards the expected standard.	The student is working below expected levels of attainment, both in their level of knowledge and understanding in the subject. To improve and make progress, as they work towards the expected standard, they will have additional support put in place for them.	The student is working at the expected level in this subject, based on their demonstrated knowledge and skills, in terms of age-related expectations. Students are expected to continue to make progress at the expected level and above as they accelerate their knowledge and skills.	The student is working above expected levels of attainment, both in terms of their demonstrated knowledge and skills, in age-related expectations for the subject. The student will have additional challenges set for them in order to ensure progress continues at the above expected level.	The student is working at a very high level and has mastered both knowledge and all the key skills taught in the subject in terms of age-related expectations. Depth of knowledge at all advanced level will continue to be expected with the student being challenged and given the opportunity to engage with curriculum objectives from more advanced age-related expectations.

Attitude to Learning Grades (Effort) reflect contributions in class, homework, initiative and care taken with work.

Poor	Satisfactory	Good	Very Good	Excellent
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