



Developing Trust, Inspiring Hope, Building Success, Shaping the Future

Rawlins

Assessment Policy

Rawlins, as a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective. With a commitment to learning and maturing in the context of the school vision, we lay particular emphasis on the Christian values of compassion, wisdom, and endurance for both individuals and as a school community.

Curriculum model received by governors	November 2024
Next Review	September 2027
Approval By	Local Governing Committee
Review Frequency	Every 3 years

Assessment Policy

Introduction

In considering effective assessment at Rawlins, we recognise that we should not view assessment as an aspect independent of everything else but must instead consider it as a corner stone in partnership with other areas of the wider Quality of Education model.

Quality of Education Model



Rawlins Teaching and Learning Model

		Rawlins T&L Model				
		Embrace Learning for Life				
STAFF	Students	Strong Start	Explanation and Modelling	Deliberate Practice	Questioning and Adaptation	Efficient Exit
		<ul style="list-style-type: none"> Welcome pupils at the door in a warm and positive manner, check uniform/conduct. Ensure there is a task for pupils to do independently when they enter, using retrieval where appropriate. Complete register. Prompt feedback with pupils on starter task. 	<ul style="list-style-type: none"> Precise, clear explanation. Chunking of information. Address gaps/ misconceptions. Adaptation through modelling. Pupils silent if asked and working independently/ pairs as directed. 	<ul style="list-style-type: none"> Tasks designed with challenge for all. Chunked activities. Adapted resources/ scaffolds provided. Respond with adaptation to ensure success. 	<ul style="list-style-type: none"> Questioning techniques. Afl to identify gaps/ misconceptions. Targeted questioning. 	<ul style="list-style-type: none"> Remind pupils of key learning point(s). Issue homework as applicable. Ensure room is tidy then ask pupils to stand behind chairs. Move to the door then dismiss pupils row by row/group by group.
		<ul style="list-style-type: none"> Enter calmly Open books and start immediately Answer register politely Attempt every starter question Use MWB appropriately 	<ul style="list-style-type: none"> I DO: LEARN behaviours. Focus on teacher explanation. Save questions until the teacher has finished explaining. 	<ul style="list-style-type: none"> WE DO: LEARN behaviours. Focus on teacher modelling. Attempt to answer questions when asked. 	<ul style="list-style-type: none"> YOU DO: LEARN behaviours. Attempt all tasks. Self-assess work when asked. Respond to feedback and correct errors 	<ul style="list-style-type: none"> Take responsibility for presentation of work Work as a team to put everything away properly Leave calmly and quietly following the exit routine Follow up at home with Literacy, Numeracy and Knowledge Organiser Homework revision activities

At Rawlins, the Curriculum is shaped by our vision to 'Act wisely and make the most of every opportunity' (Colossians 4:5) and has been designed to offer students a broad and balanced curriculum across all key stages. The school curriculum must *inspire hope* by providing opportunities for all our students to acquire the powerful knowledge, skills and understanding they need to flourish and move on to the next step in their life-long learning journey, towards employment, further study at college or university.

The T&L Model enables us to *develop trust* through the supportive delivery of our broad and balanced curriculum. Our universal offer ensures strong routines and consistent support for students, whilst our "I do, We do, You do" approach with assessment and learning activities builds skills and secure knowledge.

'Assessment is, indeed, the bridge between teaching and learning.' – Prof. Dylan Wiliam

'Great assessment enables both children and teachers to understand what has been learnt and identifies specific areas where misconceptions have occurred or where more practice is needed within the curriculum. Assessment that is used formatively, actively informs pedagogy.' – Dame Alison Peacock (Chartered College of Teaching)

High quality assessment and feedback sit alongside the Curriculum and our T&L approach to ensure our students build powerful knowledge and skills over time and experience opportunities that challenge and support them to work independently and with others, to broaden their cultural capital, build resilience and empower them to live life in all its fullness.

Forms of Assessment

- Formative Assessment is the ongoing day-to-day assessment that generates a range of qualitative information about student progress, which is often not recorded. **Assessment for learning** takes place to gather information about a learner or group of learners, what they understand or do not understand and how future teaching will be adapted to account for this.
- Summative Assessment measures attainment within a learning period or subject area and is best described as **Assessment of Learning**. It is used to draw conclusions at the end of a more significant period-of-time (i.e. at the end of a unit of work, end of term or year, or at the end of an examined component, such as a mock paper), and in all cases the data will normally be recorded in our MIS system.

Teacher assessment is based on a broad range of activities in a variety of contexts. It will form a regular part of daily pedagogy and practice (e.g. cold calling, use of mini white boards, hinge questions, circulating the room, questioning to elicit higher order responses, elaboration, retrieval or do now activities etc.) to ensure students are learning and where appropriate teachers are correcting misconceptions in the moment. But it will also involve examination preparation, long and short tasks, written and practical work, as well as work done both at home and in school, online or offline, as appropriate.

Marking and Feedback

The traditional picture of marking has been replaced by a much more dynamic and interactive process, whereby students are more involved in marking, responding to feedback, teachers give whole class feedback, and where assessment is undertaken in

order to support student learning and facilitate progression. The best feedback, whether it is written or verbal, individual or whole class will give students a clear sense of how they can improve, with students responding and making progress as a result.

Whilst summative assessment is a measure of the learning that has taken place, the school believes that the data from ongoing internal summative assessments, should also be reviewed by Teachers, Middle Leaders (ML) and Senior Leaders, ensuring the actions, planning and implementation of the curriculum and any interventions, are evidence informed, and in this way, also act as additional formative assessment processes, which *build success* over time.

Work Scrutiny

Teaching Staff, Subject, Senior and Trust Leaders undertake the work sampling of subjects in accordance with the whole school quality assurance cycle and calendar of middle leader responsibilities. This will ensure all books, assessments and work produced is in line with the Rawlins Standards in Books and high expectations set out by the Head of Department. This will be monitored by Teachers through a combination of live marking and prioritised marking tasks, checked through regular lesson drop-ins, as well as Quality Assurance tracking and subject reviews, and will be discussed in Subject Leader Line Management meetings which take place regularly throughout the year.

Timetabling, Setting and Grouping

Prior Assessment information is then also used to identify the initial setting and grouping of students from their starting points each year. Rawlins, in line with EEF best practice, recognises the importance of class grouping as a tool to maximise support, progress and motivation, whilst developing and supporting individual students' strengths and areas for development, enhancing their confidence and independence. We therefore use a Teaching at the Right Level (TaRL) approach to ensure the combination of classes best matches the support needs of students. In this way, Sets are used for Maths; Prior Attainment Band classes (HPA/MPA or MPA/LPA) are used for English/Drama/Religious Studies and Science/Computer Science; and Mixed (HPA/MPA/LPA) Groups are used for all Other Subjects. Through the use of common assessments throughout the year, prior assessment data does not anchor them in any one group, or limit the progress they are able to make, as assessment data is reviewed periodically, so that subjects are able to measure a student's relative progress and make adjustments to their grouping as required, throughout the school year. (Further detail on this can be found in the Timetable, Setting and Grouping guidance document).

All subject areas have developed Medium Term Plans (MTPs) and homework knowledge organisers for each unit of work, with a clear understanding of what their students should know, understand and be able to do by the end of each period of learning. Each subject has worked to develop subject specific assessment model to assess progress and attainment regularly throughout each school year, and these will continue to be reviewed over time to ensure the assessments provide the best support and an accurate picture of attainment and progress over time.

Summary

Assessment, therefore, is the teachers' judgement of students' progress and achievement based on evidence. Refining of teachers' judgements will be carried out on a continuous basis, within subject classrooms and department and whole school processes. In this way, approaches will include the sharing of best practice and subject specific knowledge and pedagogy in the classroom, the use of common assessments, common mark schemes, shared marking of exemplar materials or the pairing of teachers to compare work, and internal moderation and standardisation. Development and moderation of assessment will also feature in subject Middle Leader (ML) Exam Analysis Reviews (EARs), alongside the Curriculum and T&L practice, at the end of each year.

Assessment Systems at Rawlins

Attitude to Learning

Within each Key Stage age specific systems are developed, to assess, track and communicate Attainment and Progress data. Rawlins recognises that the most important indicator of life-long success at all levels is a students' Attitude to Learning (AtL). We know new learning and growth in knowledge and skills requires us as individuals, to stretch beyond our comfort zone, and reach for something as yet unknown. Our AtL Descriptor is therefore a quantification of a students' positive engagement in the learning process, both in school and at home, including their effort, determination and resilience when faced with new challenges. (Attitude to Learning Descriptors can be found on the Rawlins website).

Key Stage 3 (Years 7-9) – Attainment and Progress

Curriculum Subjects:

- English, Mathematics, Science, Geography, History, Religious Education, French, Spanish (choosing to specialise in one language in year 8 and 9), Design and Technology, Arts, Computer Science, Drama, Physical Education, PSHCE (including RSE and Citizenship).

The KS3 Assessment of Learning model, recognises that the age-related acquisition of knowledge and skills from the curriculum, is a measure of attainment and progress.

To ensure an ongoing quantification of student understanding of the curriculum (attainment) beyond that of external assessments, the KS3 Assessment of Learning model, categorises successful progression and acquisition through the curriculum using student percentages in assessment as follows:

Percentage in Assessment	0-20%	21-40%	41-60%	61-80%	81-100%
Category	Emerging	Developing	Secure	Advanced	Excelling

In addition, as Rawlins is a fully inclusive school with the full range of students' prior attainment and starting points, including a large number of students with EHCPs, SEN support, EAL, LPA, MPA and HPA characteristics, we believe it is important that the KS3 Assessment Model is developed further. Therefore, through consultation with Staff and Parents, we additionally recognise that students arrive to Secondary school with differing prior attainment or starting points from Primary schools, and our model must also champion their progress from their individual starting points. Our KS3 Assessment Model, therefore, additionally uses students KS2 Scaled Scores (and where this is not available, GL CAT Tests) to create ambitious, age-related expectation, targets to measure, assess the need for intervention and celebrate the individual progress of students, against their initial starting point for each subject.

Target Grade (Age Related Expectation)	Student Understanding of Curriculum				
	Test score 0-20%	Test score 21-40%	Test score 41-60%	Test score 61-80%	Test score 81-100%
	Emerging	Developing	Secure	Advanced	Excelling
B	N/A	N/A	N/A	N/A	N/A
W	On Track	Above	Well Above	Well Above	Well Above
1	On Track	Above	Well Above	Well Above	Well Above
2	Below	On Track	Above	Well Above	Well Above
3	Below	On Track	Above	Well Above	Well Above
4	Well Below	Below	On Track	Above	Well Above
5	Well Below	Below	On Track	Above	Well Above
6	Well Below	Well Below	Below	On Track	Above
7	Well Below	Well Below	Below	On Track	Above
8	Well Below	Well Below	Well Below	Below	On Track
9	Well Below	Well Below	Well Below	Below	On Track

KS3 Reporting of Attainment and Progress

At Rawlins, as part of our Quality of Education model we believe in collaborative working with all members of the Rawlins community, and it is therefore important that staff in school have accurate data to assess progress or the need for intervention, as well as ensuring parents/carers are well informed, and can support and celebrate the ongoing progress of their children.

To enable this:

- Subject teams plan in their assessments of learning in line with their Curriculum Overview documents, with the expectation that Subjects with four or more timetabled lessons per fortnight have a minimum of 1x assessment every six weeks, and those with 3 or less lessons per fortnight have a minimum of 1x assessment every twelve weeks. Students therefore undertake summative assessments across their subjects at various points throughout the year, and staff record this data in Go4schools.
- In addition, Attitude to Learning is recorded at the end of the following half-terms; Autumn 1 (to ensure students have successfully transitioned into their new year) Autumn 2, Spring 2, Summer 2.
- In line, with the Assessment Calendar, parents/carers receive a compiled report which summarises and colour codes their child's Attitude to Learning and Attainment, in each subject at the end of each term.
- Each year group has one Parents Evening scheduled each year. Here parents/carers can arrange appointments to discuss these reports and understand how they can continue to support their child's progress with the respective subject class teacher. In addition, to support Transition, Year 7 have a Tutor Evening at the end of Autumn Term, where they can arrange an appointment with their child's Form Tutor, to discuss their child's Attitude to Learning report, and any aspects of further support or celebration in making the step up to Secondary School.

Progress data is also collated and reviewed periodically by Care, Guidance and Welfare (CGW) teams, as well as SENCo, MLs and SLT to triangulate and prioritise support and/or celebrations of student progress, as appropriate.

Key Stage 4 (Years 10-11) – Attainment and Progress

Curriculum Subjects:

- Students study GCSEs in English Language, English Literature, Mathematics, Religious Studies and Science
- Students follow GCSE Combined Science (Double GCSE) which includes Biology, Chemistry and Physics or Triple Science
- Triple Science (GCSE Biology, GCSE Chemistry, GCSE Physics) is available for all students for whom it is most suited with an extra hour timetabled during Period 6 once per week
- Students select at least one GCSE from the EBACC subjects: French, Spanish, Computer Science, History and Geography
- Students choose a further two subjects from the full range of GCSE and BTEC courses available
- PSHCE (including RSE and Citizenship) along with Physical Education continue to be taught as non-examined subjects
- GCSE Further Maths is offered, in Period 6, when there are sufficient numbers for whom the course would be suitable

The KS4 Assessment of Learning model, recognises that the age-related acquisition of knowledge and skills from the curriculum, is a measure of attainment and progress.

To ensure an ongoing quantification of student understanding of the curriculum (attainment) beyond that of external assessments, the KS4 Assessment of Learning model, uses a students' KS2 Standardised Score (Or GL Assessment - CAT Test estimation, when this is not present) to create ambitious subject specific targets for each student using the Fisher Family Trust (FFT20) model.

As in KS3, subject teams plan in their assessments of learning in line with their Curriculum Overview documents, with the expectation that Subjects with four or more timetabled lessons per fortnight have a minimum of 1x assessment every six weeks, and those with 3 or less lessons per fortnight have a minimum of 1x assessment every twelve weeks. Students therefore undertake summative assessments across their subjects at various points throughout the year.

At KS4 however, assessments are awarded an indicative 9-1 grade, or the appropriate equivalent grading based on the qualification, and staff record this data in Go4schools. Subject Leaders then determine a weighted combined average for these assessments over the course of Year 10 and 11, to create a current 'Working At' grade (a grade which reflects how they are performing currently in their subject) for each student in each subject. After a number of assessments have been undertaken, both individual assessments and the 'Working At' grades are used by teachers to produce a 'Likely' grade (The most likely grade the student will achieve at the end of the course, e.g. exams in Year 11, given the progress they are making to date). In this way, progress in each assessment, how they are working at currently, and the most likely grade at the end of year 11, are compared against the student's individual target.

In addition, students undertake a series of mock exam windows to enable them to be best prepared for their final exams.

- At the end of year 10, all subjects ensure students complete one mock exam. For the core subjects, a one-week window of these is carried out in formal Exam Hall conditions at the end of June. Mock exam scores and grades are recorded by Staff in Go4schools.
- During Year 11, all subjects ensure students complete mock exams, with two main mock exam windows. Mock Exam Window 1 is the week before and week after October half term. Mock Exam window 2 is the week before and week after February half term. All subjects with a written component of their exam are required to provide a mock for their

students. Examinations are marked against examination board mark schemes. Subject moderation is carried out ensuring consistency across teacher groups. Subject Leaders use examination board set grade boundaries, and each student is given an accurate grade against these recognised grade boundaries, with mock exam scores and grades recorded by Staff in Go4schools.

Grades Reported (9-1 or equiv.)	Individual Assessment(s)	Working At	Likely	Mock	Attitude to Learning
Category Description	Individual Assessment data is available for students to view on Go4schools	Current weighted average of all assessments of learning performance	Teacher Prediction of the most likely grade to be achieved at the end of the course, based on current rate of progress	Grade achieved in the most recent mock window, graded using previous exam board papers, mark schemes and boundaries	Attitude to Learning grade reported once per term

KS4 Reporting of Attainment and Progress

At Rawlins, as part of our Quality of Education model we believe in collaborative working with all members of the Rawlins community, and it is therefore important that staff in school have accurate data to assess progress or the need for intervention, as well as ensuring parents/carers are well informed, and can support and celebrate the ongoing progress of their children.

To enable this:

- Subject teams plan in their assessments of learning in line with their Curriculum Overview documents, with the expectation that Subjects with four or more timetabled lessons per fortnight have a minimum of 1x assessment every six weeks, and those with 3 or less lessons per fortnight have a minimum of 1x assessment every twelve weeks. Students therefore undertake summative assessments across their subjects at various points throughout the year, and staff record this data in Go4schools.
- In addition, Attitude to Learning is recorded at the end of the following half-terms; Autumn1, Spring1, Summer1, and alongside all mock exam windows.
- In line, with the Assessment Calendar, parents/carers receive a compiled report which summarises and colour codes their child's Attitude to Learning and Working At grade (and where appropriate Likely and Mock grade) in each subject at the end of half terms 1, 3 and 5 or following the completion of mock exam marking.
- Year 10 have **one** Parents Evening, whilst Year 11 have **two** Parent Evenings scheduled for the academic year. Here parents/carers can arrange appointments to discuss their child's progress reports and understand how they can continue to support their child's progress with the respective subject class teacher.

Key Stage 5 (Years 12-13) – Attainment and Progress

Curriculum Subjects:

- Students make a free choice from a wide range of A-level courses
- There are minimum entry requirements for entry into Rawlins Sixth Form and subject specific criteria. Please refer to the Sixth Form prospectus for specific details.
- Students choose to study three courses at KS5
- Students who have not achieved a Grade 5 pass in GCSE English Language/Literature or GCSE Maths will have the opportunity to retake these qualifications
- Any student enrolled with GCSE English and/or GCSE Maths at Grade 3 must retake this qualification(s) and attend lessons to support them to retake these qualifications successfully
- Students follow a programme of other activities choosing from a range of opportunities such as the Level 3 Extended Project Qualification (EPQ), Duke of Edinburgh Award, volunteering and additional on-line learning courses
- A programme of PSHCE, RSE and RE continues throughout the Sixth Form, with the addition of a weekly Core PE sessions for each year group, to promote interdependence and develop good health and wellbeing habits

The KS5 Assessment of Learning model follows a similar approach to the KS4 model, recognising that the age-related acquisition of knowledge and skills from the curriculum, is a measure of attainment and progress.

To ensure an ongoing quantification of student understanding of the curriculum (attainment) beyond that of external assessments, the KS5 Assessment of Learning model, uses a students' average GCSE Attainment 8 score to create ambitious subject specific targets for each student using the Fisher Family Trust (FFT20) model.

At KS5, subject teams plan in a minimum of 1x assessment of learning every six weeks in line with their Curriculum Overview documents. Students therefore undertake summative assessments across their subjects at various points throughout the year.

At KS5, assessments are awarded an indicative A*-E grade and staff record this data in Go4schools. Subject Leaders then determine a weighted combined average for these assessments over the course of Year 12 and 13, to create a current 'Working At' grade (a grade which reflects how they are performing currently in their subject) for each student in each subject. After a number of assessments have been undertaken, both individual assessments and the 'Working At' grades are used by teachers to

produce a 'Likely' grade (The most likely grade the student will achieve at the end of the course, e.g. exams in Year 13, given the progress they are making to date). In this way, progress in each assessment, how they are working at currently, and the most likely grade at the end of year 13, are compared against the student's individual target.

In addition, students undertake a series of mock exam windows to enable them to be best prepared for their final exams.

- At the end of Year 12, all subjects ensure students complete one mock exam, in formal Exam Hall conditions in June. Mock exam scores and grades are recorded by Staff in Go4schools.
- In Year 13, all subjects ensure students complete at least one mock exam. The main mock exam window is in January, in the first few weeks of Spring Half-term 1. All subjects with a written component of their exam are required to provide a mock for their students. Examinations are marked against examination board mark schemes. Subject moderation is carried out ensuring consistency across teacher groups. Subject Leaders use examination board set grade boundaries, and each student is given an accurate grade against these recognised grade boundaries, with mock exam scores and grades recorded by Staff in Go4schools.

Grades Reported (A*-E)	Individual Assessment(s)	Working At	Likely	Mock(s)	Attitude to Learning
Category Description	Individual Assessment data is available for students to view on Go4schools	Current weighted average of all assessments of learning performance	Teacher Prediction of the most likely grade to be achieved at the end of the course, based on current rate of progress	Grade achieved in the most recent mock window, graded using previous exam board papers, mark schemes and boundaries	Attitude to Learning grade reported once per term

KS5 Reporting of Attainment and Progress

At Rawlins, as part of our Quality of Education model we believe in collaborative working with all members of the Rawlins community, and it is therefore important that staff in school have accurate data to assess progress or the need for intervention, as well as ensuring parents/carers are well informed, and can support and celebrate the ongoing progress of their children.

To enable this:

- Subject teams plan in their assessments of learning in line with their Curriculum Overview documents, with the expectation that Subjects will have a minimum of 1x assessment every six weeks. Students therefore undertake summative assessments across their subjects at various points throughout the year, and staff record this data in Go4schools.
- In addition, Attitude to Learning is recorded at the end of the following half-terms; Autumn1, Spring1, Summer1, and alongside all mock exam windows.
- In line, with the Assessment Calendar, parents/carers receive a compiled report which summarises and colour codes their child's Attitude to Learning and Working At grade (and where appropriate Likely and Mock grades) in each subject at the end of half terms 1, 3 and 5 or following the completion of mock exam marking.
- Year 12 have **one** Parents Evening, whilst Year 13 have **two** Parent Evenings scheduled for the academic year. Here parents/carers can arrange appointments to discuss their child's progress reports and understand how they can continue to support their child's progress with the respective subject class teacher.

Skills for Learning (SfL) and The Base (Moderate Learning Difficulties and Autism SEN Units)

Students are only allocated a place within these specialist provision units by formal application to the Local Authority SEND Team (SENA) following a full EHCP process. Students in our SfL and Base provisions follow a broad and balanced curriculum ambitiously formulated to meet the needs of students and build success through the acquisition of the wisdom, knowledge and skills needed to reach the next steps in their education or careers.

The curriculum, T&L and assessment models all have the same ambition to help all our students to achieve their very best, and broadly follow that of the mainstream students with adaptions to meet student needs and their Preparation for Adulthood. The curriculum model and progress are shared with families in line with their mainstream peers and additionally through various EHCP review meetings.

Data Management and Post Assessment Briefings

As described above data related to attainment, progress and attitude to learning is collected from all teaching staff for each year group each term. Data is then analysed and used in triangulation with other school data (e.g. attendance, behaviour, reading age, GL Progress Tests etc.) in Post Assessment Briefings between Subject Leaders, Heads of Year, members of the Extended Senior Leadership Team and the SENDCO to review and discuss students who have made great progress, as well as those whose data highlights the need for further support or intervention, ensuring actions and interventions are then prioritised for students, as required.

Responsibilities

Senior Leaders

- take overall responsibility for the Quality of Education, assessment, mock exam and exam processes and reporting
- ensure that the Assessment Calendar, Assessment for Learning Descriptors, and reporting processes are set up and communicated at the start of the year.
- ensure additional documents Timetable and Setting Guidance, QA Calendar, EAR and Post Assessment Briefing Templates and any subsequent meetings are available and calendared.
- ensure Parents Evenings are calendared and communicated, for the full school year, to support the collaborative approach to communication and support amongst all members of the Rawlins community

Subject Leaders

- ensure that Curriculum Overviews and Medium-Term Plans (MTPs) are in place. These contain detail on specific: context, expectations, key skills, learning objectives, learning outcomes, learning activities, possible adaptations, resources and assessments of learning
- select appropriate awarding bodies to best meet the learning needs of our students
- are responsible for the overall policy of student assessment within their own subject area
- oversee the process of internal moderation of student assessments/progress and for the recording and reporting of achievement both internally and externally.
- ensure that assessments of learning are common and used by all staff delivering each course to compare students' performance, in line with the frequency stated for each key stage
- are responsible for regularly monitoring work and assessments, to ensure the quality of marking and assessment; and that effective pedagogy, high standards in books, and supportive impactful feedback are in place for all classes
- ensure all relevant information/data is in go4schools with the data team for all deadlines to be shared with governors, trust leaders, senior leadership team, teachers, parents and students
- review student performance data to ensure that students are in the correct groups, and any interventions or curriculum changes are considered and planned

Examinations Officer and SENCO

- The Examinations Officer is to co-ordinate arrangements for mocks and all formal testing as demanded by all public examinations in line with the JCQ framework
- The SENCO is responsible for ensuring all students are assessed for, have adequate paperwork and receive the necessary exam access arrangements, to fairly enable access to all assessments and exams as a normal way of working

Teaching and Support staff

- fulfil their role in teaching, assessing and reporting in accordance with this policy
- share best practice internally and externally to support student progress and attainment
- identify and support students who have additional assessment/exam access arrangements and highlight these support needs as necessary to ensure all students can fully engage in their assessment(s)
- mark, record data and provide feedback to students in an effective and timely manner, to ensure all deadlines are met
- provide feedback and guidance in communication with parents/carers to encourage their celebration and/or further support of their child's development and progress

Students

- complete assessments to the best of their ability, in a timely manner, to enable teachers and support staff to accurately assess and give feedback to strengthen their progress and areas of development
- communicate with staff when their needs are not being fully met
- engage respectfully with all other members of the school community, attempting, to the best of their ability, all aspects of assessment, in class, online, in mocks or real exams.

Parents/Carers

- work collaboratively in partnership with school to provide positive encouragement and support their child's attendance, engagement, assessments and progress in learning at school
- will take an interest in their child's curriculum, attitude to learning and progress, responding to any questionnaires or other consultations as required
- will read their child's report(s) and attend parents' evenings, to communicate with staff about the nature, content or delivery of the curriculum and their child's progress through it

Governors and Trust Leaders

- Take an interest in the attainment and progress of students through the curriculum
- Will monitor the delivery and impact of assessment and qualifications at all levels of the school