

**Assessment Policy – Recording and Reporting Senior School
and Sixth Form**

4a

Responsible for Initiating Review of Policy	Assistant Head Academic
Committee to Review	SLT
Last Review Date	May 2025
Review Period	3 years
Approved by (Committee and Date)	SLT May 2025
Approved by Board of Governors	June 2025
Effective Date of Policy	May 2025
Next Review Date	May 2028
Related Policies	2a Curriculum Policy Statement 2b Curriculum Synopsis – Senior School and Sixth Form 4b Marking Policy

SECTION 1: Aims of the Assessment, Recording and Reporting Policy

- a) To promote a coherent and consistent approach to assessment, recording and reporting within the School.
- b) To support pupils' learning and achievement in Year 7 to the Upper Sixth.
- c) To seek to raise standards by reviewing and improving learning and teaching
- d) To inform planning and to reflect upon good practice.
- e) To ensure equality of opportunity for all pupils, to display achievement and to ensure it is recorded and celebrated.
- f) To ensure progression and continuity of learning within the school and across the different year groups, particularly the Year 6 to Year 7, Year 8 to Year 9 and Year 11 to Lower Sixth phases of education.
- g) To provide useful information for teachers, pupils, parents, and other relevant agencies.
- h) To give pupils, parents and form tutors frequent and accurate information about attitude to learning and current level of attainment, highlight underperformance, guide and realign expectations and to consider what is needed for future exam success.
- i) To foster self-assessment as part of the learning process.
- j) To facilitate regular monitoring by form tutors who can then refer to pastoral heads if there are difficulties across a number of subjects.

SECTION 2: Assessment Principles

- a) Assessment should be based on clear, consistent criteria which are known and understood by teachers, pupils and parents, although to different levels appropriate to their particular role. They are guided by national criteria where appropriate. These criteria should be made evident in programmes of study and units/schemes of work.
- b) In order to achieve consistency across departments and between subjects, assessment practice should be subject to effective internal moderation and standardising procedures. Given the relatively small size of Burgess Hill Girls this is mainly done by scrutinising marked work and by meeting with other heads of department in the school, where possible.
- c) Each department will use a variety of appropriate assessment methods, clearly set out in departmental handbooks. Heads of department will regularly monitor and review assessment practice. Each department will have manageable and accessible recording systems.
- d) A wide range of assessment techniques should be used in different contexts and for different purposes.
- e) Assessment should provide opportunities for effective differentiation to take place.
- f) Assessment should be supported by a wide range of evidence collected over a period of time which provides a fair and thorough representation of pupils' skills, knowledge and understanding.
- g) Pupils should be involved in the assessment process so that they are encouraged to take responsibility for their own learning. This may be achieved by using peer marking within accepted guidelines, or by teachers setting and discussing targets or by diagnostic comments on marked work or verbally (or both).
- h) Work should be marked in line with the relevant assessment criteria for that year group, either Burgess Hill Girls' Lower School Assessment Criteria or examination board assessment criteria.
- i) The results of assessment should be systematically recorded and used to report to parents on their children's attainment. Attainment and 'Working At' Grades should be in line with assessed work.