



Policy No 14: Assessment, Feedback, Reporting and Target Setting

Introduction and Overview

At Archbishop Tenison's Church of England High School, our educational philosophy is underpinned by the conviction that assessment, feedback, recording, reporting, and target-setting form an interconnected web that is fundamental to the comprehensive pedagogical process we employ. The purpose of this policy is to provide a detailed, unambiguous and coherent approach to these integral elements of our teaching and learning practice, aiming to promote high standards of educational outcomes for all learners.

Purpose of the Policy

This policy is conceived and designed with the aim of establishing a comprehensive framework that incorporates and ensures the effectiveness of both formative and summative assessment, the delivery of detailed and meaningful feedback, the accurate recording of every student's academic progress, a thorough and comprehensive reporting procedure to all relevant stakeholders, and the establishment of ambitious yet realistic targets that inspire students to strive for their full potential.

Fundamental Principles

Our principles for assessment, feedback, recording, reporting, and target-setting are rooted in several core beliefs:

We firmly believe in the inextricable link between assessment and feedback, understanding that each plays a pivotal role in propelling student learning forward and enhancing the overall quality of education.

We commit to the accurate and meticulous recording of student performance, ensuring we identify and document not only the areas of strength but also those areas requiring further development.

We pledge to comprehensive and transparent reporting, providing a clear snapshot of student achievement to parents, students, teachers, and other stakeholders, thus fostering an environment of shared understanding and mutual collaboration.

We uphold the practice of ambitious target-setting, designed to challenge and inspire each student to reach beyond their current capabilities and realise their full academic and personal potential.

Formative Assessment and Feedback

Formative assessment, a cornerstone of our teaching strategy, will be an ongoing process taking place during lessons. We will employ various tools such as quizzes, questioning, and assigned tasks to measure student comprehension and progress.

Feedback at this stage will include verbal commentary, live marking during classroom interactions, mini whiteboard responses, and peer/self-assessment. These insights will be crucial in shaping future lesson planning, allowing us to tailor instruction to cater to individual student needs and learning styles.

Summative Assessment and Feedback

Summative assessments, consisting of end-of-unit tests, coursework, and practical assessments, serve as our key to gaining a broader and more comprehensive measure of a student's understanding of the subject matter. Feedback derived from these assessments can be presented in a written format or electronic medium, and will always be prepared with careful consideration of public examination requirements.

Accurate Recording of Student Progress

Our staff will strive to maintain an accurate and detailed record of each student's academic journey. Performance and progress will be consistently documented throughout the academic year. These records will serve as an essential guide for future lesson planning, offering a roadmap for timely intervention strategies, and ensuring a seamless and consistent approach to monitoring student progress

Detailed Reporting Procedures

Our reporting calendar will comprise two primary windows per year for each year group. During these periods, we will deliver reports that provide clear, concise, and comprehensive information on each student's progress, explicitly indicating areas of strength and areas requiring further attention. We will utilize cumulative summative assessments to ensure that our reports reflect the most accurate and reliable information

Strategic Target Setting

At the onset of each academic year, we will set ambitious and realistic targets for each student. These targets will be regularly reviewed and adjusted as necessary to ensure they remain fitting and challenging. Our target-setting will be informed by various factors, including past academic performance, national benchmarks, and a holistic understanding of the student's potential.

Implementation

The responsibility for the successful implementation of this policy rests with all members of our teaching staff. They will strive for consistency in its application. The Senior Leadership Team (SLT) will oversee its practical implementation, providing necessary training and support to staff.

Review of the Policy

This policy will be subjected to an annual review by the SLT, working in close collaboration with the teaching staff. This ensures that our approach remains current, relevant, and effectively tailored to meet our evolving educational objectives.

Approval and Endorsement

The Board of Governors has given their approval and endorsement to this policy. Any deviation or exceptions to this policy must be approved by the Headteacher.

last reviewed Nov 2025. The policy is being updated and will be reviewed in March 2026.