



Sutton Coldfield Grammar School for Girls

Assessment and Reporting Policy

DATE: September 2025
REVIEW DATE: June 2026

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This policy aims to

- Provide clear guidelines on our approach to assessment, moderation, feedback and reporting.
- Establish a consistent and coherent approach to recording assessment outcomes.
- Clearly set out how and when assessment practice will be monitored and evaluated.
- Provide clear expectations and procedures on completing reports and reporting home.

1. Introduction

At SCGSG we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. Assessment may look different across subjects to support the varying nature of each subject and the core skills students are required to master over time. Assessment provides opportunities for student progress over time to be measured, monitored and evaluated. We use three broad overarching forms of assessment:

- Day-to-day in-school formative assessment (formative assessments support ongoing checks during learning to help improve understanding and inform teaching).
- In-school summative assessment (summative assessments evaluate what has been learned at the end of a period of learning) taking place under timed conditions at key points across the curriculum. These include in-school mock examinations.
- Nationally standardised summative assessment e.g. GCSE and A-Level examinations which take place during the summer term each year.

Assessment informs teachers about the effectiveness of their curriculum planning and where a student is within a phase of learning.

1.1 Department Assessment Policy

Departments are responsible for mapping their formative and summative assessments across their curriculum and publishing them within their departmental assessment policy at the start of each academic year.

Assessments will be placed at appropriate times over an academic year and across each key stage. Each department policy will outline the schedule for all assessments in each year group i.e. Autumn 1, Autumn 2, Spring 1 etc.

Assessments will be clearly identified in the policy and reviewed in the summer of each academic year.

Departments will identify how they record, track and monitor their internal data.

1.2 Growth Mindset

At SCGSG, we have a shared vision regarding our students and the skills required to develop and maintain a growth mindset to achieve exceptional outcomes. Feedback following assessments will focus on core knowledge, skills and any misconceptions with the aim of providing our students clear opportunities to revisit learning and master the skills required. This will develop and promote resilience, reflection and embed a growth mindset approach to their learning.

Whilst departments may use percentages, marks and grades to assess and track students' work internally, this will not be shared with students as we do not want students to focus solely on a mark or grade (fixed mindset).

2. Marking and Moderation

Heads of Department (HoDs) will plan time to standardise and moderate assessments with their teams. It is expected that Heads of Department will standardise work with their teams and direct staff to use these examples as benchmarks when they move forward with marking. Clear internal assessment and marking deadlines will be shared with all teaching staff within each department.

For external Non-examined assessment (NEA), staff will follow current JCQ and exam board requirements:

[Non-Examination Assessments - JCQ Joint Council for Qualifications](#)

2.1 Recording

Staff will record data on our Management Information System (MIS) in line with the timetable for school data drops. Our current MIS is SIMS.

Heads of Department will manage their subject area data drops, keeping open clear lines of communication with subject staff, the school's data manager and the Deputy Headteacher: Curriculum and Assessment.

Middle leaders (including pastoral leaders) will review and moderate data prior to reports being sent to parents and carers.

2.2 Feedback

At SCGSG, feedback is a key driver of progress and is designed to foster a growth mindset in our students by focusing on their *development* as learners rather than on grades or numerical outcomes. Heads of Department will provide clarity to teaching staff on when to provide feedback after any assessments. A variety of feedback methods can be used based on student and class needs, including written, verbal and digital forms. Feedback should be delivered positively and supportively, using motivating and accessible language to ensure clarity and engagement.

As a school we encourage follow up actions from feedback to be written by students in a different colour pen, enabling staff to track engagement and understanding through redrafting work and over time through their books.

Teachers

Teachers will provide feedback at individual, small-group, or whole-class levels, always ensuring it is timely and actionable. Success criteria are expected to be shared with students before tasks begin, often taking the form of models, checklists, or rubrics, so all students have a clear understanding of what success looks like. Feedback should then highlight specific examples of strengths and areas for improvement, helping students understand how they met the success criteria and what steps to take next; this ensures feedback remains relevant, supportive, and focused on achieving mastery. When providing written feedback, it should be clear and timely in response to the work set. Written feedback will provide students with specific and targeted responses to aid reflection, further embedding our growth mindset approach.

Students

Students are encouraged to play an active role in the feedback process, with tasks often requiring them to take specific actions such as redrafting work, rehearsing skills, revisiting similar questions or answering more challenging questions to deepen their understanding. Staff seek to foster a positive, ongoing culture of feedback, encouraging students to seek clarification and ask questions to maximize the impact of feedback on their learning.

3. Summative assessments

Summative assessments must:

- Include retrieval practice.
- Have a range of questions that differ in levels of difficulty within each topic covered.
- Must be designed to provide a realistic experience preparing our students for external examinations.
- Must be created using examination board materials such as questions and mark schemes for all mock examinations at KS4 and KS5.
- Must be standardised and moderated prior to any data being captured or results being shared. KS4 and KS5 mock examinations must be created and standardised within departments, using examination board materials (questions and mark schemes).

3.1 School assessment overview

Key Stage 3	Less than 3 lessons per fortnight Minimum of 3 formal assessments a year to include Summer 1 school exam week More than 4 lessons per fortnight Minimum of 4 formal assessments a year to include Summer 1 school exam week
Key Stage 4	Less than 5 lessons per fortnight Year 10 – Minimum of 4 formal assessments a year to include Summer 1 school exam week Year 11 – Minimum of 3 formal assessments each year including Autumn 2 mock examinations. More than 6 lessons per fortnight Year 10 – Minimum of 5 formal assessments a year to include Summer 1 school exam week Year 11 – Minimum of 3 formal assessments each year including Autumn 2 mock examinations.
Key Stage 5	Year 12 - Minimum of 4 formal assessments a year including Mid-Year exam week and End of Year exam week. Year 13 – Minimum of 3 formal assessments each year including Autumn 2 mock examinations and Y13 exam week in Summer 1

4. Reporting

Reports are completed by staff three times a year. Heads of Department will clarify to department staff what data and information will be used to inform and complete progress reports. For example, this may include the data gathered from internal tracking, recent assessments, homework and in-class performance.

Reports are sent home using the Satchel One App, and in addition to reporting on progress they will provide attendance (%) and information regarding character points achieved. The parent/carer who is registered on Satchel One with parental responsibility will receive the report.

From Spring 2 of Year 10 into Year 11, and from the Spring term of Year 12, reports will include forecast grades.

After whole year group exam weeks, reports will also include students' attainment on those examinations.

Non-examined assessment (**NEA**) – this data will be printed and sent home via the student prior to marks being submitted to external examination boards. The examinations officer will organise this. Dates each year will be clearly communicated by the exams officer in advance of external deadlines. JCQ exam guidance can be found here: [Non-Examination Assessments - JCQ Joint Council for Qualifications](#)

4.1 Report schedule 2025-2026

Year 7	December	Progress reports sent home
	March	Progress reports sent home
	July	Written reports sent home
Year 8	December	Progress reports sent home
	March	Progress reports sent home
	July	Written reports sent home
Year 9	December	Written reports sent home
	January	Progress reports sent home
	July	Progress reports sent home
Year 10	December	Progress reports sent home
	March	Progress reports sent home
	July	Written reports sent home
Year 11	October	Progress reports sent home
	January	Written reports sent home
	March	Forecast grade reported
Year 12	December	Progress reports sent home
	March	Progress + mid-year grade reports sent home
	July	Written reports sent home + application grade (See Section 4.5 below)
Year 13	October	Progress reports sent home + application grade (See Section 4.5 below)
	January	Written reports sent home
	March	Forecast grade reported

4.2 Progress reports

Students will receive progress reports throughout the academic year and they will be sent home via the Satchel One app. There will be consistency in the language used on reports for all year groups when reporting on *Independent*

study and Approach to learning. Progress statements on reports will vary depending on the child's year group – see 4.3 below for further details. It is expected that all students, parents and carers engage with the information provided to support next steps within their child's learning.

Information that is provided on progress reports is below:

Independent study (Year 7-13)

B - Below expectations	MM - Mostly meeting expectations	CM - Consistently meeting expectations	EE - Exceeding expectations
Independent work has not been completed on numerous occasions. Establishing clear systems and increased effort is essential to improve in this area and support their consolidation of learning.	Independent work is completed to an acceptable standard but is not always submitted by the given deadline. Establishing clear systems to help with organisation is required.	Independent work is always completed on time to a high standard. Your child has demonstrated good systems and consistent effort in completing homework or other independent tasks.	Independent work is always completed on time, consistently surpassing expectations with exceptional quality.

Approach to learning (Year 7-13)

B - Below expectations	MM - Mostly meeting expectations	CM - Consistently meeting expectations	EE - Exceeding expectations
Your child is not yet meeting expectations of engagement, participation, and effort in this subject. It is important for them to take a more active role and strengthen their systems and organisation to improve their performance.	Your child is mostly meeting expectations of engagement, participation and effort in this subject. Improvement is now needed to further embed strong systems and study strategies.	Your child is consistently meeting expectations of engagement, participation and effort in this subject. Their effective systems enable a clear readiness for learning.	Your child demonstrates a genuine curiosity and passion for the subject. They consistently go above and beyond expectations in terms of engagement, participation, and effort, both inside and outside of the classroom.

Progress is reported from Year 7-13. This is the progress within their course. This may be within each subject over a Key Stage or within a qualification at GCSE or A level.

We do not use or reference external examination grades in Years 7-9, the Autumn of Year 10 or Year 12. At GCSE and A level we begin to reference progress with the descriptors at key points within the year. All progress statements can be referenced in the table below:

4.3 Progress Statements

	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Years 7-9	Your child is not yet making the expected progress within this subject.	Your child is achieving the expected progress for this point within the subject.	Your child is exceeding the expected progress.

	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Autumn Year 10	Your child is not yet making the expected progress within this course.	Your child is achieving the expected progress for this point within the course.	Your child is exceeding the expected progress.

Year 10 Spring Year 11 Autumn	Students will receive 'forecast' GCSE grades on reports.		
Year 10 Summer Year 11 Spring	Students will receive 'forecast' GCSE grades on reports alongside written comments.		

	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 12 Autumn	Your child is not yet making the expected progress within this course.	Your child is achieving the expected progress for this point within the course.	Your child is exceeding the expected progress.

Year 12 Spring	Students will receive mid-year examination grades, forecast A-level grades and comments on reports.		
Year 12 Summer	Students will receive summer examination grades, application A-level grades and comments on reports.		
Year 13 Autumn	Students will receive forecast A-level grades and comments on reports.		
Year 13 Spring	Students will receive mock examination grades, forecast A-level grades and comments on reports.		

Following the distribution of reports, it is encouraged that these are read in conjunction with the subject progress statements which can be found under the curriculum section of the school website. These will support students to

understand where they are currently within a subject and provide information to secure their next steps. We also highly recommend students actively use the super-curricular section of the website for wider reading and activities to support their progress within all subjects:

[Sutton Coldfield Grammar School for Girls - Super-curricular](#)

4.4 Forecast grades

These will indicate what subject teachers believe each student will attain in the summer series of examinations in that subject.

Forecast grades only provide an indication of what grade a student *may* achieve. To maintain or exceed this, students must continue with their current approach to learning and independent study, engage fully with all learning opportunities and feedback.

GCSE forecast grades will be 9-1.

A level forecast grades will be A – E in the Spring Term of Year 12.

A* can be used from the end of Year 12.

4.5 Application grades

Will be provided in the summer term of Year 12 in readiness for students to complete their post-18 applications e.g. UCAS, apprenticeships and/or employment.

- The End of Year exam grade will create the Application grade.
- If a student achieves in the lower half (0-49%) of a grade the Application grade will stay at that grade.
- If a student achieves in the top half (50-100%) of a grade the Application grade will be +1.

Creative and Language subject practice

Music: The Application grade will be created from the End of Year exam (40%), alongside composition (30%) and performance (30%) assessments that have taken place throughout the year.

Drama: The Application grade will be generated from the End of Year exam (70%), along with assessed key performances (30%).

Art: The Application grade will be based upon the portfolio to date.

Languages: MFL: The application grade will be created from the End of Year Exams (70%), alongside the End of Year Speaking Assessments (30%).

5. Quality Assurance

Quality Assurance (QA) is crucial in ensuring that we provide a high standard of teaching, learning, and student development. It involves processes to monitor, assess, and enhance the effectiveness of the curriculum we deliver and manage. It helps us self-reflect and identify key areas to drive forward across our departments and school. QA will be implemented through a combination of processes including: internal assessments, activities and discussions at department meetings, leadership monitoring, staff and student voice, book looks alongside external evaluations from our School Improvement Partner (SIP) and regulatory bodies such as OFSTED.

This multi-faceted approach ensures that we consistently meet high standards and support students' academic, social, and emotional growth. By focusing on continuous improvement, we aim to provide a love of learning and an environment where all students can thrive and succeed at SCGSG.

5.1 Senior Leadership Team

The Senior Leadership Team will ensure data is collected to a planned, whole-school calendar, providing challenge and support so that subject leaders can plan and lead an effective department assessment strategy.

Embed clear processes of data analysis for middle leaders to follow, with opportunity to quality assure the planned support and intervention.

Promote systems of recording data that allow for centralised record keeping, analysis and quality assurance, with adequate training provided for all users.

Monitor overall quality and accuracy of assessment reporting and recording.

5.2 Heads of Year

Heads of Year will:

- Identify barriers to learning and co-ordinate appropriate intervention.
- Access progress review data within a timely manner and identify trends by cohort and/or student.
- Identify students whereby there are widespread academic or attitudinal concerns illustrated by three or more 'Mostly meeting or Below expectations' on progress reports.
- Monitor progress of identified groups (PP/SEND/EAL), in line with the year group and liaise with other stakeholders to identify barriers (teacher, HOD, SENDCO).

Triangulate data on attendance, punctuality, attainment/progress and character/behaviour to inform interventions.

Use average attitudinal and attainment data, across an academic year, to identify students making most progress and recognise/reward students using the schools reward system of character points.

5.3 SENDCO

The SENDCO will:

- Use data to inform pupil profile reviews and set appropriate targets for students.
- Access data in a timely manner.
- Consider whether there is any gap between SEND and non-SEND students and make a strategic plan to reduce any gaps, if necessary.

Identify SEND students who are 'Mostly meeting or Below expectations' on progress reports and communicate with the Head of Year and subject leaders for further information.

Use data to inform pupil profile reviews and set appropriate target for students, in liaison with parents/students/teachers/HOY.

5.4 Heads of Department

Heads of Department will:

- Write and annually review the department policy that complies with the school policy regarding assessment and reporting.
- Review and Quality Assure subject comment banks annually for each year group.
- Communicate with their department and quality assure the implementation of the policy.
- Review assessment data and use it to inform curriculum evaluations and departmental development planning, including CPD requirements, as well as appropriate interventions.

5.5 Teachers

Teachers will:

- Comply with both the school and department policies regarding assessment and reporting.
- Clearly articulate assessment criteria with students, providing clear and regular feedback that enables students to succeed and reach their full potential.
- Celebrate students' successes and achievements in the classroom, with independent learning/homework activities and throughout extra and co-curricular opportunities within their subject.

5.6 Form Tutors

Form Tutors will:

- Engage with data provided on tutees to have holistic overview of a student's school journey. Provide wellbeing support and academic support as required by liaising with the pastoral teams.

INITIAL EQUALITY IMPACT ASSESSMENT FORM

Name of policy/activity/project:

Equality information and objectives policy

Is this a new or an existing policy/activity/project?

New Policy

Scope/timescales for project or activity (including review date):

Approval at Full Governing Board meeting in July 2025. Reviewed Annually by Curriculum Committee

Policy/project lead and Author of Equality Impact Assessment:

K Downing, Deputy Headteacher: Curriculum and Assessment

Outline of main aims of this activity/policy/project:

To provide guidelines for all members of the school community about equality in our school, including ways to eliminate discrimination

Who will benefit/be affected by this policy/activity?

All members of the school community

If an existing policy/activity, do you have any data of use by or impact on different groups which may raise concerns over an equality impact?

No concerns

Does the activity have the potential to impact differently on groups due to a protected characteristic (eg race/ethnicity, gender, transgender, disability, religion & belief, age, sexual orientation, maternity/paternity) for:

(a) Students and members of the community? (e.g. The Governing Board, students, contractors, visitors, hirers of the premises, agency staff, suppliers etc). Which groups are likely to be affected?

The provisions of the policy are equally applicable to all.

(b) Employees?

No

Does this activity make a positive contribution to the School's general or specific duties under the Equality Act 2010? If yes, please detail.

Yes – the Policy applies to all equally

Having reviewed the potential impact of the policy/activity listed above, **I believe a full impact assessment is required / NOT required** (delete as applicable with justification below)

Full impact assessment is not required

Justification: The policy is of equal benefit to all students, regardless of gender, gender reassignment race, religion, sexual orientation etc. in compliance with equalities legislation

Name: K. Downing Date: July 2025