



Assessment and Reporting Policy

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Assessment Overview:

At UCC we aim to carry out assessments that are reliable and valid. We recognise that a student's performance on one particular assessment may be affected by many different factors therefore we believe that valid conclusions about student's progress can only be drawn from a series of reliable assessments. To be reliable, assessments need to go through a process of moderation and standardisation within departments. The aim of this is to ensure that a "test" will receive the same judgement independent of the person marking it.

Validity refers to how accurately a conclusion, measurement, or concept corresponds to what is being tested.

Reliability is the degree to which an **assessment** tool produces stable and consistent results.

- A **valid judgement** about student progress is made after a series of **reliable assessments**.
- A **reliable assessment** is one which has gone through a **moderation process**.

Departmental Autonomy

It is important that departments are not tied to a certain style of assessment; the best way to assess a student in maths will be entirely different for drama. We therefore do not prescribe the types of assessment carried out in subject areas, nor do we dictate when assessments should take place; this is to be decided by the department teams in the school. However, when summative assessments are being used to make judgements about progress then they must adhere to the principles of validity and reliability set out above.

Each department is responsible for monitoring and checking that the work a student has produced and submits for assessment is their own work and not generated through AI misuse. Where malpractice is suspected, further investigation into the validity of the work will be carried out (for example by using online searches or comparison to previous classwork) and a sanction applied in line with the school behaviour policy if required.

Summative Assessment

Each year group will complete summative assessments during lesson time in the majority of subjects. These usually take the form of end of topic tests, assessments, essays, KPIs or performances.

Years 7-10 will also sit a summative end of year exam in the majority of their subjects in the summer term. This gives all students repeated practice of performing under exam conditions as well as the opportunity to develop good revision and independent study skills. At Key Stage 3 students will not sit end of year exams in PE and IT.

Year 11 will sit mock exams in November. These summative assessments will usually be previous exam papers and will be reported on in the Autumn term along with a Mock Results Day in December.

Formative Assessment

The purpose of Formative Assessment is to inform the student how best to proceed with their learning. This is given in the form of feedback and dealt with in our separate Feedback for Learning guidance. However, formative assessment can also be used in the context of building a broad picture of student progress alongside summative assessment. This formative feedback will inform the Learning Targets set for students; see Reporting below.

The Use of Data

The results from the year 7-10 end of year exams, along with other summative and formative assessment data captured during the year, is used by teachers to judge how a student is progressing in relation to Year Group Expectation which is then reported on in each report. In some circumstances and where applicable, this data is also used to help decide setting for subsequent years.

This data is also used for internal monitoring of student progress by The Senior Deputy Headteacher, Progress Leaders and Heads of Department. Subject teachers allocate a 'KS3 checkpoint grade' to each student based on their performance during the year in that subject and in the end of year exam. This grade should be a rough approximation of what grade they think the student is on track to achieve at the end of year 11 if they continue with that subject. This is then compared to the student's FFT20 target grade in each subject. Where a student might be at risk of underachieving early intervention can therefore be put in place whilst they are still in Key Stage 3.

At Key Stage 4 there is regular monitoring of each student's working at grade vs their target grade with regular data drops, at least once a term. Students at risk of underachieving are identified for intervention and given priority for revision sessions. Parents may also be contacted, and the student may be included in the mentoring programme.

The Role of Bromcom

The results of the summative assessment which inform judgements on progress are recorded in Bromcom. Bromcom enables a transparent approach to the assessment data we record for students. This allows colleagues to easily compare their students' assessment data across other teaching groups, whilst also providing greater opportunities for more regular and robust assessment moderation across all subject areas. School leaders are able to effectively monitor the progress of students in all subjects and year groups.

Reporting: Overview

At UCC we send home a report to parents three times a year at the end of each term (Autumn, Spring, Summer) for each year group except year 11 who do not receive a summer report. Each year group has one parents evening a year except for year 7 who also have a meet the tutor evening and year 11 who have two parents evening during the year.

At Key Stage 3 students are judged against a 4 tier criteria: below expectations; close to meeting expectations; meets expectations; exceeds expectations. Each subject report consists of I know/I can relating to a student's grasp of knowledge and skills; an engagement judgement and a homework judgement. There is also one or two learning targets from each subject teacher. Each Key Stage 3 Summer report will also include a column detailing the % the student scored in that subject's end of year exam.

At Key Stage 4 students continue to be judged against a 4 tier criteria: below expectations; close to meeting expectations; meets expectations; exceeds expectations. Each subject report consists of a target grade generated from FFT20 data, a working at grade and a projected grade, along with a judgement for engagement and homework. There is also one or two learning targets set by each teacher.

Year Group Expectations

We believe knowledge and understanding form the building blocks for successful learning. Therefore, knowledge and understanding is taught explicitly to students so they can apply them skillfully within a variety of contexts

At Key Stage 3 each subject sets out Year Group Expectations which are taught through the curriculum. The Year Group Expectations form the content within the Schemes of Learning in each subject. Year Group Expectations include:

- **the facts** that all students in a year group should know,
- the **key concepts** students should understand,
- what **skillful application** of this knowledge and understanding looks like.

This set of knowledge, understanding and skills defines what students will be expected to master for each subject in each year group. Simply put, this is what is taught in each year. If a student is able to demonstrate, through a series of valid and reliable assessments, and through the teacher's professional judgement of their overall performance, that they have acquired the expected knowledge, understanding and skills from the curriculum, then they are deemed to be **meeting the Year Group Expectation**.

This is the expectation, but it is acknowledged that some students will not master all the aspects of the curriculum for a particular year group/subject; these students are judged to be either **working close towards the Year Group Expectation in that subject or working below the Year Group Expectation in that subject**.

It is also acknowledged that some students may be **exceeding the Year Group Expectation** in that subject.

These judgements are made by using the assessment methodology set out in the previous section and reported to parents three times a year.

Target Setting

We want all our students to be aspirational and for all our teachers to be highly ambitious for what UCC students can achieve. We expect our teachers to 'teach to the top' and set the bar of expectation at a high level in all of their classes. We expect students to constantly strive to improve in each subject and to use the formative feedback they receive from their teachers to move their learning forwards incrementally each day.

At Key Stage 4 in the first Autumn report of year 10 students are told their target GCSE grades based on FFT20 data. They are also provided with a working at grade which is the grade they are currently achieving in class in that subject at the time. It is to be expected that this will be somewhat below their target grade as they are at the start of the course. In this first report the teacher will also provide a two grade range projected grade which is what they expect the student to achieve as their final grade at the end of year 11 if they continue to make progress and work in the same manner. For all reports during the rest of year 10 and 11 this projected grade will be a single grade.

Learning Targets

Learning Targets direct the student to the next steps in their learning. These targets should have a direct connection to the regular formative feedback being given to students.

An effective learning target will...

- Direct the student
- Be achievable
- Be specific in terms of learning, terminology and personal to the student
- Consider audience – students and parents
- Be encouraging

Learning targets should use an imperative sentence structure for example:

- Ensure that you can explain accurately how the human body responds to intense physical activity.
- Continue to complete Corbett 5-a-day maths tasks every week with a particular focus on algebra.
- Consider using revision cards to summarise notes on the Rise of Hitler.
- Practise writing 90 essential vocabulary words and test yourself on your ability to recall them accurately.
- Develop your use of linguistic devices in your fiction and non-fiction writing including the use of more varied vocabulary and punctuation.
- Review work on graphing functions which are defined over different domains and rearranging difficult equations.
- Use technical language when answering questions, using terms, ideas and concepts from the specifications.
- Continue the positive approach in lessons, ensuring that you keep asking questions to consolidate understanding. Revisit the more challenging topic areas to maintain your good progress.

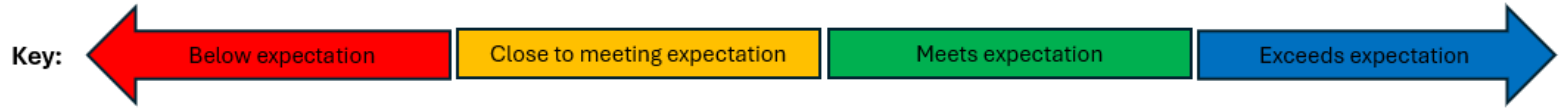
Example of KS3 Report:



Year 7 Term 3 report: Student X

Attendance: Late marks: House points: Behaviour points:

The curriculum area of our [website](#) shows what students are learning in each subject. The reporting schedule can be found [here](#).



↑ Performance has improved since last report. = Performance has remained consistent since last report. ↓ Performance has decreased since last report.

Subject	I know...	I can...	Engagement	Homework	Learning targets
	Knowledge of facts and ideas	Ability to apply facts and ideas	Focus and participation in lessons	Quality of work outside of lessons	Next steps to improve learning
Computing <i>Mr Yates</i>	Meets	Meets	Meets	Exceeds	
DTA <i>Mr Davies</i>	Meets	Meets	Meets	Exceeds	
Drama <i>Mrs Perkins</i>	Close	Close	Close	N/A	
English <i>Mrs Reynolds</i>	Meets	Close	Meets	Meets	
Humanities <i>Mr Redmond</i>	Meets	Close	Meets	Close	
Mathematics <i>Mrs Martin</i>	Meets	Meets	Meets	Meets	
MFL <i>Miss Frayne</i>	Close	Below	Below	Below	Focus fully in all lessons and avoid distracting others in order to develop your understanding of written and spoken French.
Music <i>Miss Nicklin</i>	Close	Close	Meets	N/A	
PE <i>Miss Hodgson</i>	Exceeds	Exceeds	Exceeds	N/A	
Science <i>Dr Major</i>	Meets	Close	Meets	Meets	

Example of a KS4 Report:



Year 11 Term 2 report: Student Y

Attendance:

Late marks:

House points:

Behaviour points:

The curriculum area of our [website](#) shows what students are learning in each subject. The reporting schedule can be found [here](#).

Key:

Below expectation

Close to meeting expectation

Meets expectation

Exceeds expectation

↑ Performance has improved since last report.

= Performance has remained consistent since last report.

↓ Performance has decreased since last report.

Subject	Target grade	Working at grade	Projected grade	Engagement	Homework	Learning targets
	Based on a student's prior attainment	A student's current performance	The most likely final grade	Focus and participation in lessons	Quality of work outside of lessons	Next steps to improve learning
Biology <i>Miss Gillard</i>	7	6	7	Meets	Meets	
Chemistry <i>Mr Jarvis</i>	7	6	7	Meets	Meets	
English Language <i>Mrs Reynolds</i>	6	5	6	Meets	Close	
English Literature <i>Mrs Reynolds</i>	6	7	7	Exceeds	Close	
French <i>Miss Frayne</i>	7	8	8	Exceeds	Meets	
Geography <i>Mr Wilson</i>	6	5	6	Meets	Close	
Mathematics <i>Mr Jones</i>	5	4	5	Meets	Meets	
Physics <i>Mr MacKinnon</i>	6	5	6	Meets	Meets	
PE <i>Mr Harding</i>	7	5	6	Close	Meets	Develop your understanding of how sport affects the respiration system to improve your theory grade.

Engagement Criteria

We expect every student at UCC to try their **BEST**. In practice, and to meet our expectations, this means:

Beginning the lesson in the right way: arrive in the correct uniform, calmly and on time with the correct learning tools.

Engaging positively: focus and actively listen, participate positively, accept and act on feedback.

Successful mindset: contribute fully, always try your best and take pride in your work.

Treat people and environment with respect: understand that all students have a right to learn, follow staff instructions and respect the space you are learning in.

If a student achieves these things consistently then they are meeting our engagement expectations. Where a student may exceed or fall below our expectations further guidance about what this may look like is below.

Judgement	Criteria	Suggestions to support your child
Exceeds	<ul style="list-style-type: none"> Always well prepared, on time and with the correct equipment. Completes independent work and homework proactively. Actively seeks out feedback to improve their work. Takes lesson content further and shows initiative. Always willing to discuss ideas and answer questions. Seeks support when unsure and asks relevant, thought-provoking questions to develop their understanding. 	<ul style="list-style-type: none"> Enable creativity e.g. suggest projects on areas that interest them. Discuss aspirations and set ambitious goals together. Encourage resilience so that if they fail, they try again and learn from their mistakes. Watch, read, and discuss the news together to promote critical thinking and link their learning to the wider world. Explore the range of enrichment activities on the school website.
Meets	<ul style="list-style-type: none"> Well prepared, on time and with the correct equipment. Completes independent work and homework. Responds positively to feedback to improve their work. Engages well with class activities. Willing to discuss ideas and answer questions. Seeks support when unsure. 	<ul style="list-style-type: none"> Encourage your child to attend a range of extracurricular activities. Discuss aspirations and set ambitious goals together. Ask your child open-ended questions about what they are studying in school. Encourage regular reading and writing of different types of texts, both fiction and non-fiction. Watch, read, and discuss the news together to promote critical thinking and link their learning to the wider world.
Close	<ul style="list-style-type: none"> Usually well prepared, on time and with the correct equipment. Completes most teacher-set homework. Needs prompting to develop and improve their work. Work is completed, but not always to the best of their ability. Does not actively seek to contribute in lessons, but answers questions when asked. Often doesn't seek support when unsure. 	<ul style="list-style-type: none"> Discuss aspirations and the importance of education. Ask your child about what they are studying in school and what questions they answered. Ask to see your child's schoolwork regularly. Encourage regular reading by having reading material and let your child see you reading. Communicate with your child's teachers about their progress and ways to improve.
Below	<ul style="list-style-type: none"> Is frequently not well prepared, on time or with the correct equipment. Work is often incomplete, including homework. Needs many prompts to start and complete work. Frequently does not complete the work set. Does not actively participate in lessons and often distracts the learning of others. Doesn't seek support when unsure and usually gives up on tasks. 	<ul style="list-style-type: none"> Discuss aspirations and the importance of education. Have a copy of your child's timetable and help them to organise their equipment the night before. Have a routine and quiet space for homework. Encourage a healthy lifestyle with quality sleep, exercise, time away from screens, avoid sugary drinks etc. If your child is on report, monitor it daily and have regular conversations with them, their tutor, and Progress Leader.