

Dominican College



Assessment and Reporting Policy

Introduction

This policy is an integral component of the Dominican College vision for “Inspiring, Motivating and Inspiring Learners” and the school’s mission to remain “Dedicated to Truth and Respect, Committed to Realising the potential of all”. Within the context of a purposeful learning community, and recognising the uniqueness of each individual, we aim to enable every pupil to reach her full potential: spiritually, academically, morally, socially and aesthetically. An effective system of assessment, recording and reporting is essential to ensure that: successful learning takes place; our pupils’ needs, aptitudes and interests are met; and pupils and parents are provided with feedback on progress, both formatively and summatively. Assessment is a vital tool for Learning, Teaching and Continual Improvement.

Policy Aims

This policy aims to ensure that:

- There is a consistent and effective approach to assessment across the school.
- Pupils, staff and parents/guardians have a clear understanding of assessment practices.
- Assessment is purposeful and informs teachers’ evaluation and planning.
- Assessment is subject to appropriate internal standardisation and moderation and that assessments are rigorous, robust and provide appropriate challenge.
- Assessment incorporates constructive feedback and reflective self-evaluation which enables pupils to improve their understanding and performance.
- Effective procedures for tracking and monitoring of pupil progress are in place and that pupil underachievement is identified at the earliest opportunity, so that appropriate intervention strategies and support can be implemented in a timely manner.
- Parents/Guardians receive information about progress and attainment in a timely manner, enabling them to support their daughter’s learning.
- The school fulfils its statutory responsibilities regarding Assessment and Reporting.
- The school uses whole school assessment and baseline data to set targets and measure school performance.
- Assessment is used effectively to help pupils set and review their individual targets.

Rationale

In Dominican College, we see Assessment as an integral part of the Teaching and Learning process. To fulfil its function, assessment needs to be simple yet comprehensive, carried out at frequent intervals, recorded and communicated effectively and evaluated promptly. Assessment represents a valuable formative tool in supporting learning, measuring progress and evaluating provision. Effective Assessment enables:

- The school to monitor the progress of pupils and empower pupils to achieve their full potential.
- Pupils to evaluate their own progress, identify strengths and areas for improvement and to set personal targets.
- Teachers to reflect on the effectiveness of Teaching and Learning and curriculum delivery.
- The school to provide meaningful information to parents, enabling them to support their daughter's learning and attainment.
- The school community to celebrate the successes of pupils.
- The school to demonstrate effectiveness to parents, governors and other stakeholders.

General Principles

In Dominican College, we embrace the principles of Assessment for Learning and seek to empower our pupils to become effective, independent learners. (See Appendix 1 and Appendix 2 for more details regarding Assessment for Learning).

Throughout all Key Stages, quality assessment should be based on the following principles. Assessment should:

- Support Learning, boost motivation and build confidence.
- Provide appropriate challenge.
- Be rigorous, reliable and robust.
- Complement teachers' professional judgement.
- Ensure pupils are meeting curricular expectations.
- Support accountability.
- Be manageable for pupils and staff.
- Be used in awarding qualifications.

For the **LEARNER** Assessment:

- Recognises achievement.
- Promotes understanding of goals and criteria (directing their own learning).
- Helps learners know how to improve.
- Develops the capacity for self (and peer) evaluation.
- Provides timely formal and informal feedback.
- Is sensitive and constructive and fosters motivation.
- Is an ongoing process.
- Helps develop skills such as target setting, time-management and self-assessment.
- Builds the skills needed for examinations, qualifications and lifelong learning.
- Supports decisions about further education, training and employment.

Thus, Assessment empowers the Learner by making learning visible, purposeful and personal.

For the **TEACHER** Assessment:

- Is a key professional skill and part of effective planning and evaluation.
- Focuses on how pupils learn.
- Provides timely formal and informal feedback.
- Is a confidence-building opportunity and practice.
- Will help monitor pupil progress in relation to agreed targets.
- Is an ongoing process to ensure learning is more effective and responsive.
- Identifies pupils who may need targeted support and provides timely interventions.
- Evaluates the effectiveness of teaching, allowing for continuous improvement in practice.
- Provides evidence for reporting progress to parents, Senior Leadership and school governors.

Thus, Assessment helps teachers make informed decisions that lead to better outcomes and enhances the quality of Teaching and Learning.

Internal School Assessment

The school will develop and publish a whole school schedule for formal 'summative' tracked assessments each year (see Appendix 3). This will include formal internal school examinations, taken in an examination hall, once a year for each year group, as well as common tracker assessments taken in class at other periods throughout the year. This schedule outlines the minimum assessment requirements for each year group.

In addition, each department will schedule other assessments of pupil work, both formative and summative, as appropriate, in accordance with their own Departmental Assessment Policy. This will take account of their own individual subject requirements as well as the regulations of examination boards. Departmental Assessment Policies will identify the knowledge, concepts and skills to be assessed and will outline arrangements for departmental moderation and standardisation to ensure consistency of marking by teachers.

Teachers are encouraged to use Formative Assessment strategies and the school endorses a range of methods of assessment, both formal and informal, including:

- Pupil self and peer assessment, with teacher guidance.
- Teacher observations and informal feedback.
- Effective questioning.
- Homework.
- Class tests.
- Project work.
- Assessment of Oral/ Practical tasks.
- Coursework and Controlled Assessments.
- Formal examinations.

External Assessments

Key Stage 3

Pupils will be assessed in Communication and Using Mathematics, as required by the Department of Education. Pupils will also take the CCEA Adaptive Tests in Literacy and Numeracy, as well as the baseline tests provided by GL, as follows:

Year 8	PTM, PTE, CAT, PASS
Year 9	PTM, PTE, PASS
Year 10	PTM, PTE, CAT, PASS

Key Stage 4 & 5

Pupils will sit GCSE and A-level qualifications as set by the examination boards. The conduct of written examinations, practical examinations, orals, controlled assessments and coursework will be carried out in line with JCQ regulations and the suite of school examination policies. In particular, the school has an Internal Assessment Appeals Policy for appealing outcomes of Controlled Assessments and Coursework. All pupils in Years 11 -14 will take the PASS test provided by GL to assist with pastoral planning. CCEA Analytics data will be used for departmental self-evaluation and curriculum planning.

Marking and Feedback

Pupils should receive the outcomes of assessments and feedback in a timely manner. Feedback should be constructive and designed to aid improvement and promote pupils' confidence and motivation. It should be succinct, specific and may be delivered verbally or in writing.

Arrangements for pupils who are absent for assessments.

Pupils absent for an assessment, may at the discretion of the Teacher/Head of Department/SLT as appropriate, have one opportunity to complete the assessment at a later date, but the result will not be formally recorded.

Reporting

Formal reporting to parents takes place throughout each academic year. The schedule for 2025-26 is outlined below.

	November	December	January	February	March	April	May	June
Year 8				Interim Report	PTM			Written Report
Year 9				Interim Report	PTM			Written Report
Year 10				Written Report	PTM			Interim Report
Year 11	Interim Report		Written Report	PTM	Interim Report			
Year 12	Interim Report & PTM		Written Report		Interim Report			
Year 13	Interim Report		Written Report	PTM	Interim Report			
Year 14	Interim Report & PTM		Written Report		Interim Report			

Definitions

Written Report: This is a full written report with comments from all teachers and follows a period of formal school examinations. It provides detail of pupil progress and strategies for further improvement.

Interim Report: This provides a score/grade based on continuous assessment in each subject. It also provides an update on the pupil attendance percentage.

Parent-Teacher Meeting (PTM): Parents and pupils are invited to meet face-to-face with their subject teachers to discuss the pupil's learning and academic progress. This is a short meeting of approximately 4/5 minutes.

Interventions and Pupil Support Strategies

Following the publication of each report, the progress of all pupils is analysed and pupils needing interventions are identified. Pupils, Parents, Pastoral and Curricular staff are involved in deciding when interventions are necessary and will work collaboratively to implement appropriate pupil support and to monitor progress.

ROLES AND RESPONSIBILITIES

Principal	The Principal will: <ul style="list-style-type: none">• Develop, implement and monitor the whole school assessment policy;• Ensure that the school fulfils the statutory requirements in relation to Assessment, Recording and Reporting;• Ensure that arrangements are in place for the assessment of pupils and that their progress is monitored and recorded;• Ensure that arrangements are in place to provide parents with regular information about the curriculum and their daughter's progress;• Use assessment data to inform strategic planning and set targets for whole school improvement;• Meet annually with Heads of Department to evaluate results of public examinations, in relation to their departmental targets;• Ensure that assessment is used for improving teaching, supporting pupils and raising overall standards of education in the school;• Provide reports to the Board of Governors on public examination outcomes, particularly in relation to targets on the School Development Plan;• Ensure that reports and returns are made to the Department of Education.
Vice-Principal (Curriculum and Standards)	The Vice-Principal will: <ul style="list-style-type: none">• Lead the development and implementation of effective assessment, recording and reporting across the school;• Support HODs by providing guidelines and professional development on effective assessment practices;• Ensure assessment is consistent, fair and aligned with curriculum goals;• Lead and support Heads of Department to monitor assessment data, track pupil progress, identify trends and ensure data is used effectively to improve teaching and target support;• Prepare and distribute an annual internal assessment and reporting calendar;• Oversee the design and delivery of reports to parents;• Ensure that the school's assessment, recording and reporting practices are regularly reviewed and remain manageable and fit for purpose;• Analyse and interpret assessment data, in particular the outcomes of public examinations, to identify priorities for improvement and to set whole school targets;• Organise the annual Parent-Teacher meetings in conjunction with the Heads of Year.

Data Leader	<p>The Data Leader will:</p> <ul style="list-style-type: none"> • Organise the completion of all baseline testing each academic year; • Create accessible data reports for SLT, HODs, teachers and governors; • Generate and disseminate all the necessary reports from baseline tests.
Literacy & Numeracy Coordinators	<p>The Literacy & Numeracy Coordinators will:</p> <ul style="list-style-type: none"> • Analyse the results of PTE, PTM, CAT and CCEA Adaptive Tests; • Identify pupils requiring Literacy/Numeracy support and liaise with Heads of English and Mathematics and the SENCO to ensure that appropriate intervention and support strategies are implemented and kept under review.
Heads of Department	<p>Heads of Department will:</p> <ul style="list-style-type: none"> • Formulate, implement and regularly review a Departmental Assessment and Reporting policy, in line with the whole school Assessment and Reporting Policy; • Implement an agreed system of recording assessment data within the department. This will include assessments that are additional to the whole school tracking assessments that are recorded in SIMS; • Ensure that all departmental assessments are high quality and sufficiently challenging for pupils; • Lead internal standardisation to ensure a consistent approach to marking across all teachers in the department by implementing regular moderation of marking practices; • Use assessment data to inform departmental planning, curriculum delivery and teaching strategies; • Ensure that all teachers in the department are using AfL within lessons; • Establish an agreed departmental approach to the content of subject teacher comments in pupil reports; • Monitor and evaluate the outcomes of internal and external assessments and document all this in the annual Departmental Report; • Coordinate pupil intervention and support strategies as required, in consultation with subject teachers, Heads of Year, SLT and SEN staff.
Heads of Year and Key Stage Leaders	<p>Heads of Year and Key Stage Leaders will:</p> <ul style="list-style-type: none"> • Use standardised assessment data and internal testing to inform an analysis of individual pupil progress across the year group and support target setting procedures; • Track the performance and progress of pupils in the year group, with a particular focus on low achievers and underachievers. This will include analysis of the Annual Written Report as well as the Short Report issued to parents; • Devise and implement improvement and intervention strategies in collaboration

	<p>with parents, teachers and Heads of Department;</p> <ul style="list-style-type: none"> • Liaise with pupils and/or parents as appropriate to discuss strategies for improvement; • Monitor interventions and provide feedback to SLT on strategies implemented to support pupil progress; • Identify pupils whose progress may be affected by personal circumstances and communicate relevant information to staff as appropriate, in the pupils' best interests; • Lead and support class tutors to monitor and evaluate pupil progress and help pupils to set realistic targets for personal improvement; • Liaise with the Curriculum Vice-Principal and SLT to implement the annual programme of internal assessments; • Liaise with the Curriculum Vice-Principal in the production of high quality Annual Written Reports; • Following the issue of the annual written report, provide the Principal and Key Stage Leader with an analysis of performance of pupils in their year group.
Class Tutors	<p>Class Tutors will</p> <ul style="list-style-type: none"> • Monitor pupil performance using assessment tracking data on SIMS; • Participate in follow-up on reports to review pupil progress, discussing targets for improvement, as directed by the Year Head; • Ensure assessment is used to guide, motivate and support individual pupils in their learning journey; • Carry out the routine administration and quality control of the Annual Written Report for the Tutor Class; • Complete the Class Tutor summative comment on the Annual Written Report, including reference to overall academic achievement and suggestions for improvement; attitude to work; behaviour; attendance; punctuality; contribution to school life as a member of the Tutor Class (as appropriate).
Subject Teachers	<p>Subject Teachers will:</p> <ul style="list-style-type: none"> • Implement the school and departmental assessment policies; • Administer, mark and record assessments in line with whole school and departmental policies; • Meet school deadlines for recording and reporting on pupil progress in line with the Annual Assessment Schedule; • Use SIMS Assessment Manager and Tracking Marksheets to record targets and assessment outcomes; • Make use of data and prior attainment (e.g., PTM, PTE, SIMS) to set appropriate and demanding targets for pupils' learning and motivation; • Implement Assessment for Learning in the classroom, including engaging pupils in meaningful self-evaluation and target-setting;

	<ul style="list-style-type: none"> • Provide constructive verbal and written feedback to pupils, parents, HODs, HOYs and Senior Teachers where appropriate regarding pupils' progress; • Monitor pupil progress, identifying low and under-achievement, and implementing timely intervention strategies; • Liaise with the Head of Department, Class Tutor, Year Head and SEN staff as appropriate to implement support strategies; • Ensure that pupils are prepared for internal and public examinations and that controlled assessments, coursework and internal assessments are completed within whole school and departmentally agreed timescales; • Contribute to assessment planning and development in collaboration with the subject department; • Complete Annual Written Reports in line with whole school and departmental policy; • Attend and provide constructive feedback at parents/options meetings; • Invigilate internal exams in accordance with school requirements.
SENCO	<p>The SENCO will:</p> <ul style="list-style-type: none"> • In liaison with other staff, identify pupils with SEN and assess their specific learning and assessment requirements; • Liaise with teachers to ensure that appropriate assessment strategies are in place for pupils with SEN; • Monitor and evaluate performance data for pupils with SEN; • Liaise with subject teachers, HOYs, HODs, SLT and the school Examinations Officer to ensure that appropriate adjustments are in place for pupils with SEN taking assessments (e.g., Extra-Time, Smaller Venue, Use of technology.)
Examinations Officer	<p>The Examinations Officer will:</p> <ul style="list-style-type: none"> • Have responsibility for the administration of all Public Examinations; • Maintain and regularly review the suite of Examination Policies, in line with JCQ guidance; • Liaise with the SENCO in relation to pupils needing Access Arrangements for Public Examinations.
Parents / Guardians	<p>Parents / Guardians will:</p> <ul style="list-style-type: none"> • Make good use of school communications e.g., ParentMail, SIMS ParentApp, School Website, to keep up to date with arrangements for Assessment and Reporting; • Ensure that their daughter attends school regularly and is present for all assessments and examinations; • Monitor their daughter's Pupil Planner for details of assessment dates, outcomes and targets; • Support and encourage their daughter to revise and prepare thoroughly for all

	assessments and examinations; <ul style="list-style-type: none"> Attend all parent teacher meetings and information / induction sessions.
Pupils	Pupils will: <ul style="list-style-type: none"> Use their Pupil Planner to accurately record dates of all subject assessments; Use the 'Target Setting & Progress Record' section of the Pupil Planner to record and review subject targets and assessment outcomes; Revise and prepare thoroughly for all assessments and examinations; Complete all self-evaluation activities to review and evaluate progress following each assessment; Engage in continuous improvement, listening to and acting on all teacher feedback to enhance performance.

Links to Other Policies

The Assessment, Recording and Reporting Policy operates in conjunction with other relevant policies:

- Curriculum Policy
- Learning and Teaching Policy
- Homework Policy
- Online Teaching and Learning Policy
- SEN Policy
- Pupil Target Setting Policy
- Examination Policies

Approved by:	Mrs Sheila Crea (Chair of governors)
Date:	June 2025
Last reviewed on:	
Next review due by:	

This policy will be reviewed regularly and amended as appropriate in accordance with any relevant DENI circulars.

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go next, and how best to get there”. (Assessment for learning: 10 Principles (The Assessment Reform Group, 2002))

Each department will outline in detail its policy on ‘Assessment for Learning’ and the strategies to be employed in respect to each of the following:

- a) **Planning**
- b) **Sharing Learning Intentions and Success Criteria**
- c) **Questioning**
- d) **Peer and Self Evaluation**
- e) **Feedback**
- f) **Feed-forward / individual target setting and teacher evaluation**
- g) **Celebrating achievement**

See Figure 1 (below)

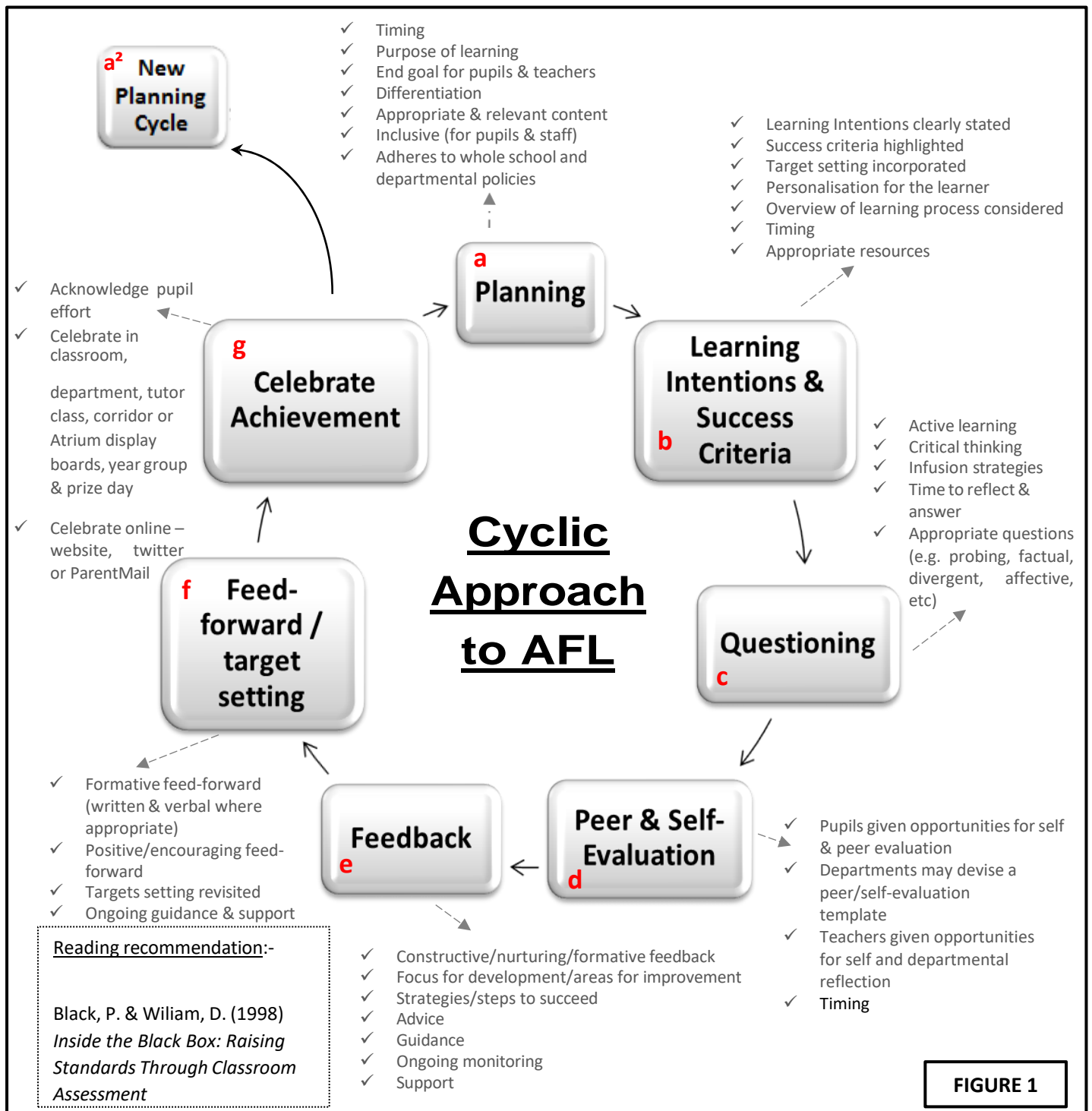


FIGURE 1

Assessment has four key aspects. It must be: *diagnostic; formative; evaluative;* and *summative* (see Figure 2 below).

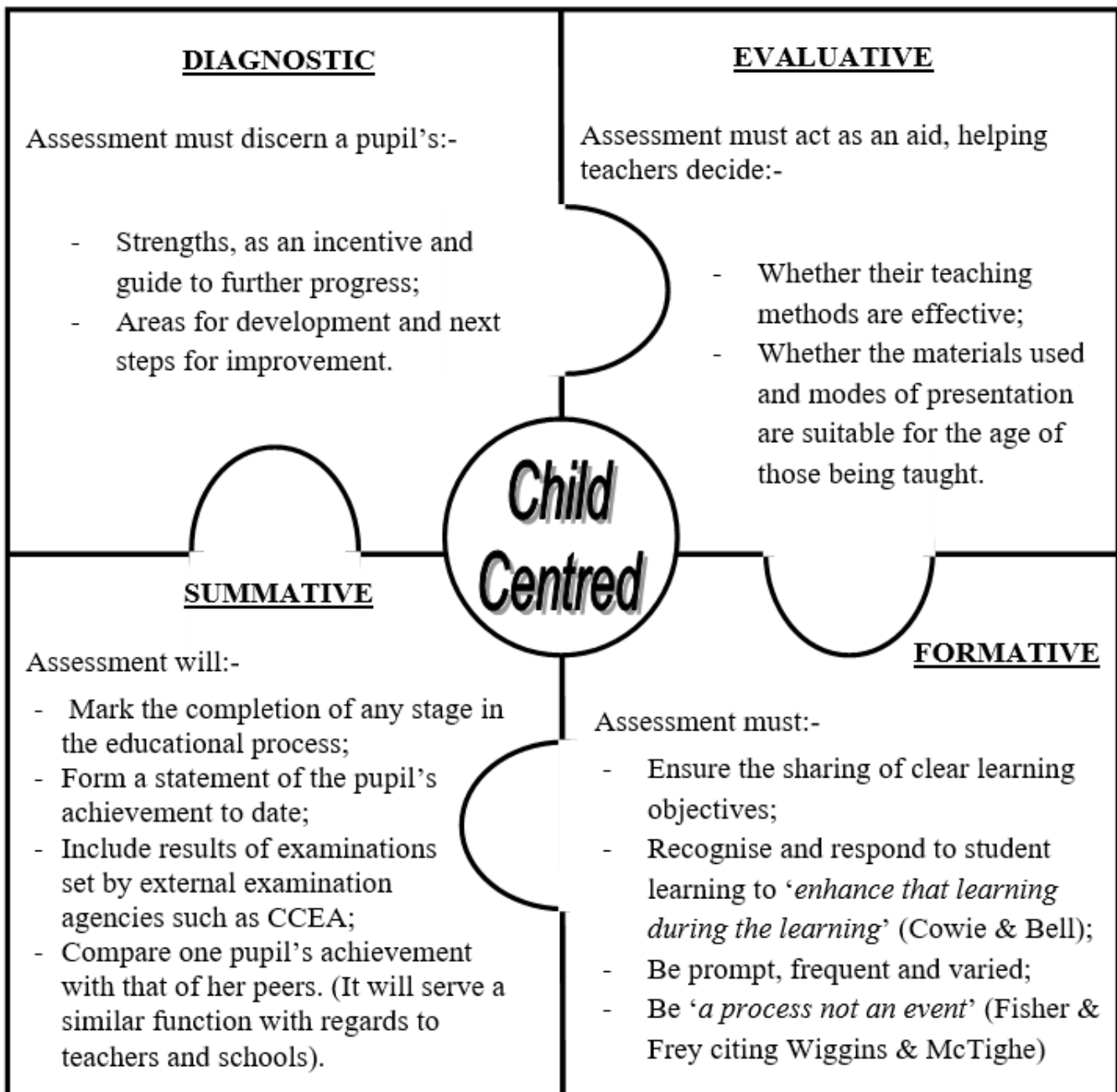


FIGURE 2

Assessment Schedule 2025-26

Appendix 3

2025-26	Year 11-14		Year 10		Year 8 & 9	
	Test Window	Tracker marks into SIMS by:	Test Window	Tracker marks into SIMS by:	Test Window	Tracker marks into SIMS by:
September						
October	October & Interim Report	Tr1 17 th October	October			
November				Tr1 5 th November	November	Tr1 28 th November
December	December Tests in hall & Written report					
January		Tr2 12 th January	Early January Tests in hall & Written report	Tr2 28 th January		
February					February & Interim Report	Tr2 20 th February
March	March & Interim Report	Tr3 13 th March	March			
April				Tr3 15 th April		
May	GCSE & A-level exams	n/a			May Tests in hall & Written report	
June			Early June & Interim Report	Tr4 12 th June		Tr3 3 rd June

Please note: Regarding **Year 10** Tracking Assessments, Practical Subjects (Art, Drama, HE, Music, IT, Technology), who teach one period per week, are required to enter 3 Assessment marks into SIMS. They may omit either Tr1 or Tr3.