



**NETWORK**  
INTERNATIONAL  
SCHOOL

# Secondary Assessment and Reporting Policy

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## Secondary Assessment and Reporting Policy

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## Guiding Principles

### 1. **Assessment is an ongoing process**

We provide a consistent message to students that all learning is important and that learning should be viewed as a process of continual reflection and improvement. Our approach to assessment is an opportunity to identify areas for improvement. Opportunities to check for understanding are an integral part of our curriculum design.

Whilst each term contains a Key Assessment which can be considered summative, these are considered part of an ongoing process of assessing progress and identifying areas for improvement. As such they should also be seen as an opportunity to provide formative feedback.

### 2. **Teaching and Learning Policy**

The Section of the Teaching and Learning Policy on Assessment and Feedback summarises the Network Secondary approach:

#### Assessment & Feedback

- Provide students with **regular formative feedback**.
- Monitor progress through **key summative assessments**.
- Warmly **identify strengths** in students' work.
- Provide the provocation '**What's Next?**'. Whilst teacher expertise in feedback is vital, constructing this as questions or challenges supports metacognitive development.
- Dedicate time for students to **reflect on and respond to** teacher feedback regularly.
- Reflect on the findings from these assessments to **review and adapt** our teaching as an ongoing process.

The implementation of this is monitored as part of the school's quality assurance processes.

### 3. **Tutors play a crucial role in monitoring and supporting progress**

Tutors are involved in the ongoing monitoring and support of their tutees. They are the first point of contact for a parent or teacher with concerns. Tutors monitor their tutees' attainment in the termly current and effort grades and this feeds into an ongoing process of 1 to 1 discussions with tutees about their progress. The Student Trackers document this process through the year.

## Marking and Feedback

### **4. Feedback is provided regularly and is clearly identifiable.**

#### **a. It may look like:**

- i. Whole Class feedback
- ii. Use of subject-specific marking codes
- iii. Verbal feedback with the student documenting advice for future reference
- iv. Written feedback in books
- v. Typed feedback in Google Classroom or other electronic applications

#### **b. It should be:**

- i. Explicitly linked to mark schemes and/or success criteria
- ii. Subject skill or knowledge focused
- iii. Thought-provoking for the student's response e.g. through the use of questioning.
- iv. Predicated on high expectations including for written English.

### **5. Students respond to feedback regularly.**

This culture is reinforced through 'What Next' challenges for students to respond to and through the use of feedback formulated as questions which require a response.

### **6. In each subject, students maintain a centralised record of feedback received.**

Students bring together digital, written, whole class feedback & verbal feedback into one place and teachers monitor that this happens and is regularly referred to.

### **7. Attainment is broken down clearly through the use of rubrics and skills grids.**

To support students' clarity over their attainment and the next steps for them to progress, we use clear marking rubrics and/ or skills grids which are clearly mapped to the appropriate grading system.

### **8. Marking records are kept by teachers.**

- Teachers keep their own records including homework submission.
- Subjects maintain centralised assessment records which contribute to the 'Current Grades' on student reports.
- Current and Effort Grades are entered into SIMS by the penultimate Friday of each term.

## Reporting

### 9. Annual Schedule

In addition to the ongoing formative assessment within the curriculum, current attainment and effort grades are formally shared with students and parents at the end of each term. In Term 3, students in Years 11,12 and 13 also have their Trial Examination results published to parents and in Term 4, the End of Year Examination result is published to parents.

### 10. Target Setting

Students are allocated a Target Grade using the CAT4 'if pushed' target which measures a baseline assessment against an international data set. Where this falls below a passing grade it is elevated to target passing all subjects. In Key Stage 3, these are presented using Network Secondary's grading system. At Key Stage 4 and 5 these are presented as an IGCSE, AS or A Level grade.

Target Grades are not used as a ceiling or limit on what a student is capable of achieving but rather as an indicator of progress to support staff, students and families in ensuring that children are making good progress.

### 11. Current Grades

A Current Grade is published each term which is an indicator of a student's attainment based on the work covered in the course 'to date'. This may be interpreted that if the student continues to achieve at this level then this is the likely grade they will achieve by the end of the course.

On the Termly Report Card, the current grade will be colour-coded in relation to the student's individual target grade as a measure of progress. If the current grade is green this is an indication that they are making appropriate progress in line with their target grade and should continue their positive approach to their studies.

At Key Stage 3, Network Secondary uses the following grades to indicate academic attainment. These grades are composed of 70% classwork and homework activities and 30% from a Key Assessment. This approach gives as accurately as possible a measure of a student's attainment and encapsulates our approach to placing value on all learning activities.

Grade	Description
<b>Exemplary</b>	<b>Exemplary</b> demonstration of advanced level of subject knowledge and application of skill. Demonstrates <b>sophistication</b> of application.
<b>Confident</b>	<b>Consistent</b> demonstration of ability to apply knowledge and skills with <b>confidence</b> .
<b>Secure</b>	Able to apply knowledge and skills with <b>accuracy</b> and <b>clarity</b> .
<b>Partial</b>	There are <b>gaps</b> in subject knowledge and/ or application of skill
<b>Limited</b>	<b>Significant gaps</b> in subject knowledge and/or application of skill.

At Key Stages 4 and 5, we use the subject specific criteria from the examination board to indicate current attainment using A, B, C etc. The termly Current Grade uses the content covered to date on the course and is composed of 50% Classwork and Homework/ Independent Work including some retrieval practice of prior learning and 50% from Key Assessments (this may vary slightly in coursework subjects).

## 12. Effort Grades

One Effort Grade of 1–5 is awarded each term and published on the Report Card. The Effort grade reflects the student’s attitude towards their learning and engagement in the subject across the whole term including in class, completion of homework or independent work and even engagement in enrichment activities where relevant.

Grade	Description
5 Outstanding	The student <b>always</b> works to the best of their ability and <b>regularly</b> challenges themselves both in classwork and homework. They are <b>always</b> attentive and respond positively to instructions without the need for further reminders.
4 Very Good	The student <b>typically</b> works to the best of their ability and <b>sometimes</b> challenges themselves in classwork and homework. The pupil is <b>always</b> attentive and always responds positively to the teacher.
3 Satisfactory	The student is <b>generally</b> making a good effort, but <b>rarely</b> challenges themselves in homework and/or classwork. The pupil is <b>attentive</b> and <b>nearly always</b> responds positively to the teacher.
2 Needs Attention	The student’s effort is <b>not consistent</b> . They work well at times but do <b>not always</b> remain on task or try their hardest. The teacher may <b>frequently</b> have to give clear instructions of appropriate behaviour expectations.  <i>There must have been actions taken and parents already aware of issues through Student Diary notifications, Monitor Points with sanctions and appropriate follow up with Tutor for a Grade 2 to be issued.</i>
1 Inadequate	The student’s effort is giving <b>cause for concern</b> . They <b>rarely</b> work to the best of their ability and have <b>difficulty</b> remaining on task. The student can be <b>disruptive</b> in class. Their behaviour is likely to affect the work of others.  <i>There must have been actions taken and parents already aware of issues through Student Diary notifications Monitor Points with sanctions and appropriate follow up with Tutor &amp; Head of Key Stage , for a Grade 1 to be issued.</i>

### **13. Tutor Reports**

One detailed Tutor Report is written and published near the start of Term 4. This report reviews the student's attainment across Terms 1, 2 and 3 as well as their response to acting on feedback. The report also reviews involvement in school life including House activities and Extracurricular activities.

### **14. Parent Teacher Meetings**

Each year group has an annual scheduled parent-teacher meeting which is an opportunity to discuss the student's progress and share examples of their work and responses to feedback. If a student is off track, key staff members will make contact with parents to arrange additional meetings. At the start of the school year, each year group has an additional meeting for parents to get to know their child's tutor.

## Responding to Assessment

### **15. Student Response**

Students are encouraged to respond to all ongoing assessments as identified above. They are also encouraged to maintain their subject-specific feedback trackers and their overview Student Tracker. The Student Tracker should be updated regularly and especially after each termly Report Card.

### **16. Parent Response**

Parents are encouraged to contact their child's tutor where they have any concerns about their child's progress. Parents are considered a key component in ensuring their child's success and Network Secondary aims to work closely with parents to ensure success.

### **17. Tutor Response**

Tutors review the termly data and conduct 1 to 1 meetings to review with all tutees. Where there is cause for concern across a number of subjects, they work with the Head of Key Stage to strategise support and intervention. Where the concern is with an individual subject they work with the Head of Faculty to strategise appropriate interventions.

### **18. Subject Teacher Response**

Subject teachers do not wait for termly data to respond to areas of concern. The classroom is the essential location for ongoing assessment to enable a subject teacher to quickly identify and respond to barriers to learning. Where a subject teacher has continued concern, they will liaise with Heads of Faculty and Tutors

### **19. Head of Key Stage Response**

Heads of Key Stage work to support tutors in facilitating 1 to 1 discussion meetings and work closely with tutors and Heads of Faculty to identify students in need of intervention. Where the issue spans multiple faculties, the Head of Key Stage will work with Deputy Head Academic and SENCO (where relevant) to orchestrate the approach.

### **20. Heads of Faculty Response**

In reviewing the termly data in the final week of each term, where a student's attainment is in one of the following categories, Heads of Faculty will follow up with subject teachers, tutors, Heads of Key Stage and SLT where appropriate and will arrange parent communication.

Students in the following categories will trigger follow up responses led by HoF.

- Attainment in bottom 2 categories-
- Attainment off target grade
- Effort in bottom 2 categories

*Where trends exist across multiple subjects, Tutor & Head of Key Stage will lead on the first stages of follow up and communicate with HoFs*

### **21. Senior Leadership Response**

The Head and Deputy Head of Secondary hold a responsibility for monitoring the process of responding to assessment with an ultimate goal of ensuring staff are supported and all students are able to make good progress. This process is supported by an Annual Faculty Portfolio.



## Appendix 1: Report Card



Network Secondary School Report Card

Academic Year 2023–2024

Name: \_\_\_\_\_ Registration Group: \_\_\_\_\_ Tutor: \_\_\_\_\_

Attendance		Unauthorised absences		Lates		ECA Involvement		ECA Attendance	
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Subject	Target	Term 1 Current Grade	Term 1 Effort	Term 2 Current Grade	Term 2 Effort	Term 3 Current Grade	Term 3 Effort	End of Year Exam	Term 4 Current Grade	Term 4 Effort
English	Confident	Confident	4	Exemplary	4	Exemplary	4	65%	Exemplary	4
Maths	Exemplary	Exemplary	3	Exemplary	3	Exemplary	3		Exemplary	3
Science	Secure	Limited	1	Partial	2	Partial	2		Secure	3
Art										
Computing										
Drama										
French										
Geography										
History										
Music										
Myanmar										
PE										
PSHRE										

## Appendix 3: Provisional Parent Meeting Calendar 2023/24

### Term 1

17th August 1–3pm:	Year 7–10 Meet the Tutor Event
21st August 3–4pm:	11–13 Tutor Check In
28th September (times tbc)	Yr7 Parent-Teacher Conferences
12th October 4pm	Report Cards issued for all year groups

### Term 2

2nd November	Yr8 Parent-Teacher Conferences
16th November	Yr9 Parent-Teacher Conferences
14th December	Report Cards issued for all year groups

### Term 3

11th January	Y10 Parent-Teacher Conferences
1st February	Y13 Parent-Teacher Conferences <i>Trial Examination Results Provided</i>
8th February	Y11 Parent-Teacher Conferences <i>Trial Examination Results Provided</i>
15th February	Y12 Parent-Teacher Conferences <i>Trial Examination Results Provided</i>
28th March	Report Cards issued for all year groups

### Term 4

3rd May 4pm	Tutor Reports issued for all year groups
20th June 4pm	Report Cards issued for Year 7–10 including End of Year Examination Results